

— TORONTO CITY SCHOOLS EXAMINATION.—The examination of the Free Schools of Toronto took place yesterday. A number of the schools were decorated with flowers and evergreens, and the children were all dressed in holiday attire. There was a large attendance of the parents of the children, and those who take an interest in the education of the young, many of the buildings being crowded almost to excess. The proficiency of the children in their studies elicited many encomiums from those present and evinced, to a great extent, the care which had been taken on the part of the teachers. The various schools were visited by the Superintendent, Rev. Jas. Porter, and the pupils were briefly examined by him. After the days' proceedings were brought to a termination, it was announced that the vacation would extend to Monday, the 30th August next. The boys received the announcement apparently with great satisfaction.

— BRADFORD COMMON SCHOOLS.—On the 29th ult, an examination of the scholars of Bradford Common School was held in the Presbyterian Church in that town. The answering of the children (one hundred and five in number) was exceedingly satisfactory, much care, it was manifest, having been taken in their training. A large number of recitations were also delivered by the children, which gave much pleasure to the audience. At the termination of the proceedings it was moved by Mr. James Drury, seconded by the Rev. J. Fletcher [Ch. of Eng.], and unanimously resolved: "That the thanks of the meeting be voted to Mr. Samuel D. Mishaw, teacher of the Common School, Bradford, for the general efficiency evinced by the scholars at the half-yearly examination, and that Dr. Allen, Secretary to the School Trustees, do communicate the same to Mr. S. D. Mishaw." Mr. Fletcher, in seconding the motion, remarked, that although previously adverse to the Common School System, he had become a convert, seeing manifested the fruits of that system so effectually and faithfully carried out by Mr. Mishaw.

LAVAL UNIVERSITY.—We beg to acknowledge the receipt of a copy of "*Annuaire de L'UNIVERSITÉ-LAVAL pour l'année Académique 1858-59*," which title we may venture to translate "Laval University Calendar" for the ensuing collegiate year. Besides a simple calendar of the days of the year, this pamphlet contains lists of the University staff, the names of the Professors and students in the several faculties, tabular views of the course of studies, and the hours of attendance at the various lectures. We also find satisfactory explanations regarding the libraries and museums, with the rules and regulations to be observed by all who have recourse to them, as well as many interesting details concerning the organization of the University, the classes, degrees, discipline and examinations. The building set apart for the board and lodging of students in Medicine and Law, whose parents do not reside in the city, is capable of affording sufficient accommodation to more than fifty; the annual charge for board and lodging during the three terms amounts to only \$130. The Calendar very properly concludes with lists of the Directors, Professors, Teachers, and Pupils belonging to the Seminary of Quebec, and a programme of the course of studies pursued at this genuine Canadian institution, which was established nearly 200 years ago. Any person desirous of obtaining useful particulars with respect to the University and the Seminary, may be appropriately referred to this annual Calendar, very recently published by special authority.

BRITISH AND FOREIGN.

THE QUEEN'S COLLEGES IN IRELAND.—A weighty blue book just issued gives the report of the Commissioners on the progress and condition of the Queen's Colleges at Cork, Galway, and Belfast. The report testifies to the progress and present success of these useful institutions, to the merit of which ample testimony has been borne by the celebrated Irish novelist, Mr. W. Carleton. The Commissioners recommend the abolition of the Professorships of the Celtic languages. The great majority of the students in the colleges belong to the middle classes of society, and in 1857-58 there are registered 155 students, of whom 109 are matriculated. The total number of students from 1849-50 to 1857-58 is 1,768, representing 1,686 individuals. Certain obstacles to the success of the colleges are noticed, but it is admitted that their educational progress is most satisfactory, as proved by the success of many of their *alumni* at the writerships in the India Company's service. The good done by the colleges, however, cannot be estimated merely by the number of the students, or the successful candidates whom they may and do send to the great public contests of the educated youth of the empire.

— THE ORIGIN OF YALE COLLEGE.—In 1700 ten clergymen met at Branford, each bringing in a few books under his arm. Placing these on

the table in Parson Russel's study, each said solemnly, "I give these books for the founding a college in this colony." A century and a half have gone by, and Yale College counts her books and her graduates by thousands.—*Harper's Magazine.*

— NEW YORK STATE TEACHERS' ASSOCIATION.—In the early part of August this association met at Lockport. About three hundred were present at the morning session, and each train brought additional numbers during the day. The association was called to order at half past ten o'clock, and was welcomed by Governor Hunt in an exceedingly chaste and appropriate address. After a timely allusion to the fact that when the Erie canal was commenced, the site of Lockport was a wilderness, as evidence that natural obstacles cannot stand before the energy of human genius, and a glance at the marvellous progress of the Republic in all the elements of national prosperity, Governor Hunt continued:—

The education of its children should be deemed the first concern, as it is the most sacred duty, of a free state. The moral and intellectual development of the people constitutes the vital strength and the true glory of a state. Education forms the only safe and durable basis for a system of popular government. All history attests that a nation deficient in intelligence and moral culture cannot preserve free institutions. An ignorant people are unfit for self-government. This view of the subject would of itself be sufficient to fill the mind of every enlightened patriot with a just sense of the importance of that noble cause which the Teachers' Association aims by its efforts to strengthen and uphold.

I am most happy, Mr. President, in having an opportunity like the present to express the sentiments of respect and gratitude with which I always regard the earnest, devoted, intelligent teacher of childhood and youth. What employment can be more ennobling, what pursuit more useful to mankind, what mission more exalted in the sight of Heaven? It is, indeed, a sacred trust. To you are committed the most precious interests of society. It is your office to discipline the intellect and expand its powers, to inform the conscience, regulate the passions, direct the impulses, purify the aspirations, and mould the character of the rising generation; to form the future citizen by implanting the seeds of knowledge and virtue in the minds of our youth, who will soon be our successors on the stage of action; and to diffuse the spirit of Christian morality, embodied in those sublime precepts which unfold our relations to God and our country, and teach us to love our neighbors as ourselves.

The schoolmaster and the schoolmistress who labor with fidelity in their vocation, are the truest friends of liberty and humanity; their efforts impart new strength and beauty to our political edifice. Would you elevate man to his true dignity in the scale of being discipline his mind, restrain his passions, inculcate benevolence and candor, and inspire him with a love of truth. It must not be forgotten that in a representative system like ours every man by his suffrage wields a portion of the sovereign power, and exercises a direct influence upon the destiny of his country. Let us cherish our schools as the nurseries of freemen, and give the cause of public instruction that zealous support which is due to its pre-eminence and vital importance. Mr. President, you are in a community which appreciates the value of education, and honors the agents by whom its manifold blessings are disseminated. We have observed the generous zeal, the enlightened action, and the successful progress of your association with a friendly interest. This annual assemblage of the instructors of youth cannot fail to exert a salutary influence.

The interchange of views and opinions among those engaged in the same intellectual pursuit is always practically useful. It has done much to simplify our modes of teaching and elevate the standard of learning in our public schools. It has a powerful tendency to promote uniformity in our system of instruction. No teacher can survey this association of his peers without forming an higher estimate than ever before of the true dignity of his profession. To those of the gentler sex I would address a word of caution. It may be somewhat dangerous for them to listen with too willing an ear to the persuasive accents of the schoolmaster, and I submit that it would be discreet to refer all new declarations of sentiments to the gallant Secretary of Public Instruction. In conclusion, permit me to assure you of my sincere wish that your sojourn amongst us may be agreeable to you all individually; that your deliberations may be harmonious and conducive to the advancement of the great cause of popular education.

G. L. Farnham, Esq., the President of the Association, then delivered his annual address, directing the attention of the members to the necessity of graduation in schools, and of educational literature, and other appropriate topics.