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# JOURNAL OF EDUCATION,

Upper Canada.



Vol. VIII.

TORONTO: FEBRUARY, 1855.

No. 2.

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PROGRAMME OF PUBLIC INSTRUCTION IN UPPER CANADA.

The Programme of Public Instruction, as provided by law in Upper Canada, and extending from the Primary School up to the University, is published for the first time, in this number of the *Journal of Education*. The order and classification of subjects taught in the *Common Schools*, will be found in the Programme (pp. 26, 27) of the Upper Canada Model School in connexion with the Normal School, and in which all student teachers of the Normal School practice teaching a portion of each week. On page 23 will be found the Programme and Classification of Studies in the *Grammar Schools*; and on pages 18-22 is inserted the Programme of Studies which has been prepared by the Senate of the University of Toronto and approved by the Governor General in Council, for all the Colleges in Upper Canada affiliated with it.

In no other country or state in America does there exist a system of Public Instruction so matured, comprehensive and complete, as that which is now established and endowed by Legislative authority in Upper Canada. The Chief Superintendent of Schools in his first "Report on a System of Public Elementary Instruction for Upper Canada," in 1846, after having historically and practically sketched such a system, (pp. 149-155,) and stated the gradation and kinds of schools required to complete it, observed as follows:

"Under this view the same principles and spirit would pervade the entire system, from the Primary School up to the University."—"In the carrying out and completion of such a system, the courses of instruction in each class of schools would be prescribed, as also the qualifications for admission into them, above the Primary Schools; each school would occupy its appropriate place, and each teacher would have his appropriate

work."—"The full development of such a system of schools is not the work of a day; but I hope the day is not distant when its essential features will be seen in our own system of Public Instruction, and when its unnumbered advantages will begin to be enjoyed by the Canadian people."\*

We rejoice to be permitted to witness the realization of views and anticipations thus expressed nine years since.

A careful examination of the *Collegiate course* of studies, with the options allowed and provided for, will satisfy any person who may take the pains to examine the subject, that it is not excelled in the collegiate system of any University, in either Europe or America, for comprehensiveness and practical adaptation to the various talents, circumstances and intended pursuits of students. In addition to this, the large sum of £3,000 or \$12,000 per annum is appropriated in scholarships and prizes to assist and encourage meritorious youth to secure the inestimable blessings of a liberal education. The manner in which these pecuniary helps and encouragements are to be distributed (as is clearly explained by the Vice-Chancellor, Rev. Dr. M'Caul, in the notes interspersed throughout the Programme) is happily adapted to call into exercise the various talents of young men in the different branches of useful learning; and the fact that each of these scholarships is made tenable for only one year at a time, is well calculated to stimulate and reward *persevering* exertion. We know of no country in which, in proportion to its population, so liberal pecuniary assistance is given to youth, to acquire the best collegiate education; and we shall be greatly disappointed if it does not contribute powerfully to promote the interests of higher education in Upper

\* In another part of the same Report, (page 9) the object, character and principles of the System are thus summarily stated:

"By Education, I mean not the acquisition of certain branches of knowledge, but that instruction and discipline which qualify and dispose the subjects of it for their appropriate duties and employments in life, as Christians, as persons of business, and also as members of the civil community in which they live. The basis of an educational structure adapted to this end should be as broad as the population of the country; and its loftiest elevation should equal the highest demands of the learned professions, adapting its gradation of schools to the wants of the several classes of the community, and to their respective employments and professions—the one rising above the other—the one conducting to the other; yet each complete in itself for the degree of education it imparts; a character of uniformity pervading the whole; the whole based upon the principles of Christianity, and uniting the combined influence and support of the Government and People."

Canada, and ultimately to the intellectual elevation of the country.

But this Programme of Studies is not yet completed, as the Senate of the University have now under consideration Courses of Study in *Agriculture* and *Civil Engineering*, to each of which several scholarships are attached; also a Course of Study for Law Students—a Course of Study for Students in Medicine having already been prescribed.

The *Programme of Studies for the Grammar Schools*, and the *Rules and Regulations* of which it forms a part, appear no less appropriate to that class of intermediate institutions which form a connecting link between the Common Schools and University Colleges, and in which is imparted a higher English, and a preparatory classical education for the Colleges. The first communication made by the Government to the Chief Superintendent of Schools, under the administration of Sir Edmund Head, contains His Excellency's approval of these Regulations. Sir Edmund Head is known to be an accomplished scholar, as well as an able statesman—having obtained a Fellowship at Oxford, and having held the office of College Tutor for some years, and having been chosen a Public Examiner of the University; holding that distinguished place, as we have been told, when the Earl of Elgin took his degree of B.A. at Oxford. It was therefore very gratifying to find that His Excellency, in assenting to these Regulations, did not confine himself to the usual official form of approval, but directed Mr. Assistant Secretary Meredith to add the following paragraph:

"In communicating this, I am directed to add for the information of the Council of Public Instruction, that the Rules and Regulations in question appear to His Excellency to have been prepared with care, and to be well adapted for the good government of the Schools for which they are intended."

The subjects and classification of studies provided to be taught in the *Common Schools*, as practically exhibited in the Programme of the Upper Canada Model School, require no remark, as the system has been successfully tested, and is making rapid progress in the country. On this point, and on the subject of educational progress generally in Upper Canada, we are happy to avail ourselves of the testimony of Chief Justice Robinson, whose high character and large experience in the country are only equalled by the cordiality and earnestness with which he has, on all possible occasions, given his support to the present Common School System in Upper Canada. In the course of his address to the Canadian Institute, delivered the 6th ult., after his re-election as President of that excellent Association, Chief Justice Robinson remarks as follows:

"No expense is grudged, and no labour spared, in cultivating the minds of the youth of the Province of all ranks, and such are the efforts which are being made to this end, that it does not appear extravagant to say that we may expect, in a few years, to find ourselves living among a people, who, to speak of them in the mass, will be as able as any other that can be named, either ancient or modern, to comprehend the nature and value of discoveries that may be made in the arts and sciences, and to adopt and improve upon such suggestions as may be thrown out by men of superior genius and attainments.

"If the system of Common School education which pervades all parts of Upper Canada, shall continue to be maintained in full efficiency, which there is no reason to doubt, the number of those who can enter with pleasure and profit into discussions upon subjects of science will be immensely increased; and those

whose generous aim it may be to enlighten and improve others by communicating freely the results of their own researches and experiments, will find abundance of hearers and readers able to understand and reason upon their theories.

"There is good ground, too, for expectation that, with the advantage of the Public Libraries, selected as they are with care and judgment, which are being formed within the several counties, and even within each school section, a spirit of inquiry will be fostered, and an ambition excited to be distinguished in scientific pursuits, which we may hope will in time add largely to the number and variety of interesting contributions to the Institute."

#### AMENDED COMMON SCHOOL REGULATIONS.

The attention of Trustees and Teachers of Common Schools, and of others concerned is directed to the amended Regulations on page 29 as to the Daily Religious Exercises of Schools, and the additional regulations as to the duties of Teachers and Pupils. It should be borne in mind by all parties that Trustees of School Sections have no authority to levy a rate bill (that is a charge to parents for children attending the school, as distinguished from a rate on the property of the section) except by a vote of a School Section meeting—that they cannot levy a rate bill exceeding one shilling and three pence per month for each pupil—that they cannot levy a rate bill for a less period than one month—that every pupil entering a rate-bill school is liable to pay the rate bill for one month, or one quarter, whether he attends every school day, or only three days, of the month or quarter. The schoolhouse is provided and the teacher is employed to teach every day, and if pupils do not attend the school, the loss of such absence should fall upon the parties causing it, and not upon the Teacher or the Trustees, or the School Section. But the Regulations referred to, as to the duty of pupils, will remedy most of the evils of irregular attendance at school.

#### PROGRAMME OF STUDIES PRESCRIBED BY THE SENATE OF THE UNIVERSITY OF TORONTO, FOR COLLEGES IN AFFILIATION WITH THE UNIVERSITY.

##### FACULTY OF ARTS.

The degrees conferred in this Faculty are B.A. and M.A. There are two modes of proceeding to the degree of B.A. According to one, the requisites are—

(1) Having passed an examination in the subjects prescribed for Candidates for Matriculation. (2) Being of the standing of four years from Matriculation. (3) Having passed in each of these years an examination in the subjects prescribed for each such year of the course appointed for Undergraduates in the Faculty of Arts.

According to the other mode of proceeding to the degree of B.A., the requisites are—

(1) Having passed an examination in the subjects prescribed for Students of the standing of two years from Matriculation. (2) Being of the standing of two years from Matriculation. (3) Having passed in each of these years an examination in the subjects prescribed for each such year of the course appointed for Undergraduates in the Faculty of Arts.

Candidates for Matriculation, according to the first mode, are required to produce satisfactory certificates of good conduct, and of having completed the 14th year of their age.

Candidates for Matriculation, according to the second mode, are required to produce similar certificates of good conduct, and of having completed the 16th year of their age.

N. B. Neither residence nor attendance on lectures is required as a qualification for the degree.

There are also two modes of proceeding to the degree of M.A.

According to one, the requisites are—

(1) Being of the standing of one year from admission to the degree of B.A. (2) Having passed the appointed examination in the subjects prescribed for Candidates for admission to the degree of M.A.

According to the other, the requisites are—

(1) Being of the standing of three years from admission to the degree of B.A. (2) Having performed the Exercises prescribed for Candidates for admission to the degree of M.A.

### MATRICULATION.

#### GREEK AND LATIN LANGUAGES.

Homer, Iliad, B. I. Cæsar, de Bello Gallico, Bb. V. and VI.  
Lucian, Vita, and Charon. Virgil, Æneid, B. II.

Translation from English into Latin Prose.  
*Additional for Honors and Scholarships.*

Homer, Iliad, B. VI. Horace, Odes, B. I.  
Homer, Odyssey, B. IX. Virgil, Æneid, Bb. I and III.  
Lucian, Menippus, and Timon.

Translation from English into Latin Verse.

#### MATHEMATICS.

##### ALGEBRA AND ARITHMETIC.

Ordinary rules of Arithmetic.  
Vulgar and Decimal Fractions.  
Extraction of Square Root.  
First four rules of Algebra. (Colenso's Algebra.)

##### GEOMETRY.

Euclid, B. I. (Colenso's Edition of Simson's.)  
*Additional for Honors and Scholarships.*

##### ALGEBRA.

Proportion and Progression.  
Simple and Quadratic Equations.

##### GEOMETRY.

Euclid, Bb. II, III, and IV.

#### \* † ELEMENTS OF NATURAL PHILOSOPHY.

##### MECHANICS.

Explain the composition and resolution of statical forces.  
Describe the simple machines (mechanical powers.)  
Define the Centre of Gravity.  
Give the general laws of motion, and describe the chief experiments by which they may be illustrated.  
State the law of the motion of falling bodies.

##### HYDROSTATICS, HYDRAULICS, AND PNEUMATICS.

Explain the pressure of liquids and gases: its equal diffusion, and variation with the depth.  
Define specific gravity, and show how the specific gravity of bodies may be ascertained.  
Describe and explain the barometer, the syphon, the common pump and forcing-pump, and the air pump.

##### ACOUSTICS.

Describe the nature of sound.

##### OPTICS.

State the laws of reflection and refraction.  
Explain the formation of images by simple lenses.

##### ASTRONOMY.

Motion of the Earth round its axis and round the Sun; with applications of these movements to explain the apparent movement of the Sun and Stars, the length of days, and the change of seasons; explanation of Eclipses and the Moon's Phases.

#### \* † ELEMENTS OF CHEMISTRY.

Properties of matter, aggregation, crystallization, chemical affinity, definite equivalents.

Combustion, flame; nature of ordinary fuel; chief results of combustion—*i. e.* the bodies produced.

Heat: natural and artificial sources; its effects. Expansion: solids, liquids, gases. Thermometer: conduction; radiation; capacity; change of form; liquefaction; steam.

The atmosphere: its general nature and condition; its component parts. Oxygen and nitrogen: their properties. Water and carbonic acid. Proportions of these substances in the air.

Chlorine and iodine, as compared with oxygen.

Water: its general relation to the atmosphere and earth; its natural states and degree of purity. Sea water, river water, spring water, rain water. Pure water: effects of heat and cold on it; its compound nature; its elements.

Hydrogen: its proportion in water; its chemical and physical properties.

Sulphur, phosphorus, and carbon generally.

Nitric acid, sulphuric acid, carbonic acid, hydrochloric acid; their properties and uses.

Alkalies, earths, oxides generally.

Salts: their nature generally. Sulphates, nitrates, carbonates.

Metals generally: iron, copper, lead, tin, zinc, gold, silver, platinum, mercury.

The chief proximate elements of vegetable and animal bodies; their ultimate composition.

#### MODERN LANGUAGES.

##### ENGLISH.

Grammar, and Composition.

\* The subjects marked \* will not be required until 1855, except from candidates for Scholarships.

† Only a popular knowledge of these subjects will be required.

##### \* FRENCH.

Grammar, and Translation from French into English.

*Additional for Honors and Scholarships.*

##### ENGLISH.

Rendering of English verse into prose.  
Composition.

##### \* FRENCH.

Fénélon, Dialogues des Morts.

Molière, Les Fourberies de Scapin.

##### HISTORY AND GEOGRAPHY.

Outlines of English History to present time.

" Roman " to death of Nero.

" Grecian " to death of Alexander.

" Ancient and Modern Geography.

*Additional for Honors and Scholarships.*

Egyptian History to death of Cleopatra.

History of Spain and Portugal in the reign of Ferdinand and Isabella.

#### SCHOLARSHIPS.

The following are offered for competition amongst candidates for admission:—  
4, of the value of £30, per annum each, in the Greek and Latin languages with History and Geography.

4, of the value of £30 per annum each, in Mathematics\*

2, of the value of £30 per annum each, in the English and French languages, with History and Geography.

1, of the value of £30 per annum, in the Elements of Natural Philosophy and Chemistry.

4, of the value of £30 per annum each, for general proficiency in the subjects for all students.

In the present year (1854) 8 additional scholarships, of the value of £30 per annum each, are offered for competition under the regulations of 1851.

Each of these Scholarships is tenable for one year, but the Scholars of each year are eligible for the Scholarships of the succeeding year.

#### FIRST YEAR.

#### GREEK AND LATIN LANGUAGES.

Homer, Iliad, B. IX. Virgil, Æneid, B. VI.

" Odyssey, B. I. Ovid, Fasti, B. I.

Xenophon, Anabasis, B. I. Sallust, Cataline.

Translation from English into Latin Prose.

*Additional for Honors and Scholarships.*

Homer, Iliad, B. X.

" Odyssey, B. X. Virgil, Æneid, Bb. VII. and VIII.

Xenophon, Anabasis, Bb. II. and III. Sallust, Jugurtha.

Translation from English into Latin verse.

#### MATHEMATICS.

Arithmetic.

Algebra. (Colenso's.)

Euclid. (Colenso's Edition of Simson's.)

Plane Trigonometry, as far as solution of plane triangles. (Colenso's.)

*Additional for Honors and Scholarships.*

Plane Trigonometry. (Colenso's.)

#### MODERN LANGUAGES.

##### ENGLISH.

Composition.

Orthographical forms of the English Language.

History of the English Language.

*Additional for Honors and Scholarships.*

History of English Literature, temp. Chaucer.

##### FRENCH.

Translation from English into French.

Molière, L'Avre.

Voltaire, Alzire.

*Additional for Honors and Scholarships.*

Molière, Le Tartuffe.

##### HISTORY.

Outlines of Ancient History.

British History, to Saxon invasion.

*Additional for Honors and Scholarships.*

Biography of the ages of Pericles and Augustus.

Ethnological elements of Ancient History.

#### METAPHYSICS AND ETHICS.

Logic. (Walker's edition of Murray's.)

Natural Theology. (Paley's.)

*Additional for Honors and Scholarships.*

Logic (Whatley's or Mill's.)

Cicero, de Natura Deorum, Bb. II. and III.

Cicero, Tusc. disput., B. I.

#### NATURAL SCIENCE.

Elements of Natural History. (Patterson's Zoology; Henfrey's Botany.)

Elements of Mineralogy and Geology. (Dana's Manual of Mineralogy; Hitchcock's Geology.)

\* The subjects marked \* will not be required until 1855, except from candidates for Scholarships.

## \* ORIENTAL LANGUAGES.

## HEBREW.

Grammar from the beginning to the end of irregular verbs. (Gesenius'.)  
Genesis, chaps. I. II. III. IV. and V.  
Psalms, I. II. III. IV. and V.  
History of the Hebrew Language and Literature.

## SCHOLARSHIPS, PRIZES, AND CERTIFICATES OF HONOUR.

The following Scholarships are offered for competition amongst students of the standing of one year from Matriculation:—

- 3 in the Greek and Latin languages with History.
- 3 in Mathematics.
- 1 in the Natural Sciences.
- 2 in the English and French languages with History.
- 1 in Ethics and Logic.
- 1 in the Hebrew language.
- 4 for general proficiency in the subjects appointed for all students.

Each of the Scholarships is of the value of £30, and is tenable for one year, but Scholars of each year are eligible to the Scholarships of the succeeding year.

Prizes of books of the value of £5 are offered, amongst those who are not candidates for Honors or Scholarships, in each department for proficiency in the subjects appointed for all students.

Certificates of honor will be given to those students who have been placed in the first class in any department.

## SECOND YEAR.

## GREEK AND LATIN LANGUAGES.

Homer, Iliad, B. XIII.,                      Horace, Odes,  
"    Odyssey, B. II.,                          Cicero, Orat., in Catilinam.  
Demosthenes, Olynthiacs,  
Translation from English into Latin Prose.

*Additional for Honors and Scholarships.*

Homer, Iliad, B. XVIII.,                      Horace, Epodes,  
"    Odyssey, B. XII.,                          Virgil, Georgics, I. and II.,  
Demosthenes, Philippics,                      Cicero, pro Milone and Phil. II.  
Translation from English into Latin Verse.

## MATHEMATICS.

Statics, Dynamics, Hydrostatics, with previous pass subjects. (Goodwin's Course of Mathematics.)

*Additional for Honors and Scholarships.*

Analytical Conic Sections. (Hymers'.)  
Newton's Principia, section 1st. (Evans' edition.)  
Rudiments of Diff. and Integral Calculus. (De Morgan's.)  
Fundamental rules and theorems for a single independent variable and application to plane curves.  
Newton's Principia, sections II. and III. (Evans' edition,) with previous subjects.

## MODERN LANGUAGES.

## ENGLISH.

Composition,  
Rhetorical Forms,  
History of English Literature, temp. Elizabeth.

## FRENCH.

Translation of English into French,  
Voltaire, Zaire,  
Molière, Le Festin de Pierre,  
History of Provençal Literature, (Sismond's Literature of the South of Europe.)  
History of France to Francis I. (Bonnehose's History of France.)

## GERMAN.

Grammar, Adler's Reader, parts 1, 2, 3 & 5,  
History of German Literature to the 17th century, (Menzel's, translated by C. C. Felton.)

*Additional for Honors and Scholarships.*

## ENGLISH.

Shakespeare, Cymbeline (analysis of),  
Etymology.

## FRENCH.

Racine, Iphigénie,  
Lamartine, Voyages en Orient, vol. 1.

## GERMAN.

Schiller, Don Carlos.

## HISTORY.

Outlines of Medieval History,  
English History to the death of Stephen.

*Additional for Honors and Scholarships.*

Biography and Literature to the death of Stephen.

## METAPHYSICS AND ETHICS.

Paley, Evidences,  
Cicero, de Officiis, and de Amicitia.

*Additional for Honors and Scholarships.*

Butler, Analogy,  
Cicero, de Nat. Deorum, B. III.  
Cicero, Tuscul. Disput. Bb. II.—V.  
Cicero, Academ. Quæst. B. I.

\* Optional Department.

## NATURAL SCIENCES.

Chemistry and Chemical Physics, (Fowles' Elements of Chemistry; Gregory's Manual of Chemistry; Lardner's Hand Book of Heat and Electricity.)

## RHETORIC.

Campbell, Philosophy of Rhetoric.

*Additional for Honors and Scholarships.*

Aristotle, Rhetoric,  
Cicero, de Oratore.

## CIVIL POLITY.

Elements of Political Philosophy and Economy.

## \* ORIENTAL LANGUAGES.

## HEBREW.

Grammar continued to the end of Syntax,  
Genesis, Chap. XXXVII. to the end of the Book,  
Psalms VI. to XXV.,  
Lowth's Lectures on Hebrew Poetry.

N.B.—Students presenting themselves at this examination are not required to take "the Greek and Latin Languages" and "the Modern Languages," but either at their option. Neither are they required to take "Mathematics," and "the Natural Sciences," but either at their option. They may also take either the French or the German, or both these languages.

Candidates for admission as students, who produce satisfactory certificates of good conduct, and of having completed the sixteenth year of their age, by passing an examination in the subjects appointed for the second year of this course, can attain the standing of two years, and be admitted to the degree of B. A. after two years instead of four. Such candidates may exercise the options stated in the preceding paragraph; but when an option is exercised, they will be required to pass in the omitted department an examination in the subjects appointed in that department for students of the standing of one year.

## SCHOLARSHIPS, PRIZES, AND CERTIFICATES OF HONOUR.

The following scholarships are offered for competition amongst Students of the standing of two years from Matriculation, and those candidates for admission as students, who possess the qualifications previously stated:

- 3 in the Greek and Latin Languages with History,
- 3 in Mathematics,
- 2 in the Natural Sciences,
- 2 in the Modern Languages with History,
- 1 in Metaphysics and Ethics,
- 1 in the Elements of Civil Polity with History and Rhetoric,
- 1 in the Hebrew Language,
- 2 for general proficiency in the subjects appointed for all students.

Each of these scholarships is of the value of £30, and is tenable for one year, but the scholars of each year are eligible to the scholarships of the succeeding year.

Prizes of books of the value of £5 are offered, amongst those who are not candidates for honors or scholarships, in each department for proficiency in the subjects appointed for all students.

Certificates of Honor will be given to those students who have been placed in the first class in any department.

## THIRD YEAR.

## GREEK AND LATIN LANGUAGES.

Herodotus, B. II.                              Horace, Satires and Epistles.  
Sophocles, Œdipus Rex.                      Livy, Bb. XXI. & XXII.  
Translation from English into Latin Prose.

*Additional for Honors and Scholarships.*

Æschylus, Prometheus.  
Sophocles, Œdipus Coloneus.  
Plato, Apology and Crito.  
Cicero, pro Lege Manilia, pro Archia, pro Ligario, and Phil. 1.  
Terence, Phormio.  
Livy, Bb. XXIII. XXIV. & XXV.  
Translation into Greek Prose and Latin Verse.

## MATHEMATICS.

Optics and Acoustics. (Goodwin's Course of Mathematics.)

*Additional for Honors and Scholarships.*

Diff. and Integral Calculus. (De Morgan's.)  
Analytical Geometry of two and three dimensions. (Salmon's and Hymers'.)  
Theory of Algebraic Equations. (Hymers'.)  
Analytical Statics. (Todhunter's.)  
Dynamics of a Particle. (Sandeman's.)  
Analytical Hydrostatics. (Miller's.)  
Geometrical Optics. (Griffin's.)

## MODERN LANGUAGES.

## ENGLISH.

Composition.  
Logical and Rhetorical Forms.

## FRENCH.

Composition on a given subject.  
Racine, Athalie.  
Lamartine, Voyages en Orient, vol. 2.  
History of French Literature from the Troubadours to the 17th century. (Sismond's Literature of the south of Europe.)  
History of France from Francis I. to Louis XVI.

\* Optional Department.

## GERMAN.

Goethe, Iphigenia auf Tauris.  
Schiller, Der Neffe als Onkel.  
History of German Literature from 17th to 18th century. (Menzel's.)  
History of Germany from time of Charles V. to peace of Westphalia. (Kohlrausch's.)  
Translation into German.

*Additional for Honors and Scholarships*

## ENGLISH.

Shakspeare, Macbeth (Analysis of)

## FRENCH.

Rotrou, Venceslas.

Bossuet, Discours sur l'histoire Universelle.

## GERMAN.

Schiller, Maria Stuart,

## HISTORY.

Outlines of Modern History.

English History from the death of Stephen to death of Henry VII.

*Additional for Honors and Scholarships.*

Biography and Literature to death of Henry VII.

## NATURAL SCIENCES.

Natural History: (Agassiz & Gould's Comparative Physiology; Carpenter's Zoology; Gray's Botanical Text Book.)

General and Comparative Physiology.

View of the Animal Kingdom.

Vegetable Organography and Physiology.

View of the Vegetable Kingdom.

Applied Chemistry. (Knapp's Applied Chemistry.)

## METAPHYSICS AND ETHICS.

Locke, Bb. II, III, IV.

Paley, Moral Philosophy.

*Additional for Honors and Scholarships.*

Mackintosh, Dissertation on the progress of Ethical Science.

Xenophon, Memorabilia.

Cicero, De Finibus.

Cicero, Academ. Quæst. B. II. & De Fato.

## CIVIL POLITY.

Paley, Political Philosophy.

## \* ORIENTAL LANGUAGES.

## HEBREW.

Psalms XL, CXXXIII, CXXXVII.

Isaiah, Chaps. IV, VII, XIV & LII.

## CHALDEE.

Grammar. (Winer's.)

Daniel, Chaps. II & III.

History of the Chaldee Language and Literature.

N. B.—Students presenting themselves at this examination are not required to take "the Greek and Latin Languages" and "the Modern Languages," but either, at their option. Neither are they required to take "Mathematics" and "the Natural Sciences," but either, at their option. They may also take either the French or the German, or both these languages.

## SCHOLARSHIPS, PRIZES, AND CERTIFICATES OF HONOUR.

The following scholarships are offered for competition amongst Students of the standing of three years from Matriculation:

3 in the Greek and Latin Languages with History,

3 in Mathematics,

2 in the Natural Sciences,

2 in Modern Languages with History,

1 in Metaphysics and Ethics,

1 in Civil Polity with History,

1 in the Hebrew Language,

2 for general proficiency in the subjects appointed for all students.

Each of these scholarships is of the value of £30, and is tenable for one year.

Prizes of books of the value of £5 are offered amongst those not candidates for Honors and Scholarships in each department, for proficiency in the subjects appointed for all students.

Certificates of Honor will be given to those students who have been placed in the first class in any department.

## FINAL EXAMINATION OF CANDIDATES FOR DEGREE OF B. A.

## GREEK AND LATIN LANGUAGES.

Euripides, Medea.

Juvenal, Sat. III, VII, VIII, X.

Thucydides, B. I.

Tacitus, Germania and Agricola.

Translation from English into Latin prose.

## MATHEMATICS.

Astronomy, with previous pass subjects. (Goodwin's Course of Mathematics.)

## MODERN LANGUAGES.

## ENGLISH.

Exercises in Principles of Composition, Grammar, and Etymology, based on selected passages.

\* Optional Department.

History of the formation of the English Language, and its Philological Elements, Celtic, Classical, and Germanic or Anglo-Saxon.  
History of Literature from Chaucer to Spenser.

## FRENCH.

French Composition on a given subject.

Corneille, le Cid.

Molière, le Médecin malgré lui.

History of French Literature from the 17th century to the present time.— (Choquet's.)

History of France from Louis XVI. to Louis Phillippe, (Bonnehose's.)

## GERMAN.

Lessing, Nathan der Weise.

Wieland, Abderiton, vol. I.

History of German Literature from the 18th century to the present time.—

(Menzel's.)

History of Germany from the Peace of Westphalia to the present time.—

(Kohlrausch's.)

Translation into German.

## HISTORY.

Greek Literature and Art from battle of Marathon to end of Peloponnesian War.

Roman Literature and Art from end of First Punic War to the Death of Augustus.

Bridish Literature and Art from Death of Henry VII. to Death of James I.

## NATURAL SCIENCES.

Mineralogy and Geology (including Physical Geography.) (Dana's System of Mineralogy; De la Beche's Geological Observer.)

Practical Chemistry. (Fresenius.)

## METAPHYSICS AND ETHICS.

Reid, Intellectual Powers (Sir W. Hamilton's Ed.)

Stewart, Moral and Active Powers.

## CIVIL POLITY.

Political Economy. (Mill's.)

## \* ORIENTAL LANGUAGES.

## HEBREW.

Job, Chaps. III, IV, V, VI, VII.

Proverbs, Chaps. I, II, III.

Ecclesiastes, Chaps. I, XII.

## CHALDEE.

Daniel, Chap. IV. to end of VII.

Ezra, Chap. IV. to VII.

## SYRIAC.

Grammar. (Phillips's.)

The Parables in the New Testament.

History of the Syriac Language and Literature.

N. B.—Students presenting themselves at this examination are not required to take "the Greek and Latin Languages" and "the Modern Languages," but either at their option. Neither are they required to take "Mathematics" and "the Natural Sciences," but either at their option. They may also take either the French or the German, or both these languages.

## FINAL EXAMINATION OF CANDIDATES FOR MEDALS.

## I.—GREEK AND LATIN LANGUAGES.

Æschylus, Prometheus.

Sophocles, Oedipus Coloneus.

Euripides, Medea.

Aristophanes, Nubes.

Pindar, Olympic Odes.

Thucydides, B. I.

Plato, Apology and Crito.

Aristotle, Poetics.

Longinus, de Sublimitate.

Translation into Greek and Latin prose and verse.

## II.—MATHEMATICS.

Arithmetic.

Algebra. (Colenso's.)

Plane Trigonometry. (Colenso's.)

Spherical Trigonometry. (Hann's.)

Conic Sections. (Hymers's.)

Analytical Geometry. (Salmon's and Hymers's.)

Differential and Integral Calculus. (De Morgan's.)

Theory of Algebraic Equations. (Hymers's.)

Differential Equations. (Hymers's.)

Statics. (Todhunter's.)

Dynamics. (Sandeman's and Griffin's.)

Hydrostatics. (Miller's.)

Geometrical Optics. (Griffin's.)

Acoustics.

Plane Astronomy. (Hymers's.)

Lunar Theory. (Godfrey's.)

Newton's Principia, Seca. I, II, III, IX, & XI. (Evans' Ed.)

\* Optional Department.

## III.—METAPHYSICS, ETHICS, AND CIVIL POLITY.

- Paley, Natural Theology.  
 Paley, Evidences.  
 Butler, Analogy.  
 Paley, Moral Philosophy.  
 Paley, Political Philosophy.  
 Stewart, Moral and Active Powers.  
 Mackintosh, Dissertation on the Progress of Ethical Science.  
 Mill, Political Economy.  
 Locke on the Human Understanding.  
 Brown, Philosophy of the Mind.
- Morell's History of Philosophy.  
 Reid, Intellectual Powers. (Sir W. Hamilton's Ed.)  
 Xenophon, Memorabilia.  
 Aristotle, Nicomachean Ethics.  
 Aristotle, Metaphysics, Bb. I. & XI.  
 Cicero, De Naturâ Deorum.  
 Cicero, De Finibus.  
 Cicero, Tuscul. Disput.  
 Cicero, De Officiis and De Amicitia.  
 Cicero, Academ. Quæst. and De Fato.

## IV.—CHEMISTRY, ZOOLOGY, AND BOTANY.

## V.—CHEMISTRY, MINERALOGY, AND GEOLOGY.

## VI.—MODERN LANGUAGES.

## ENGLISH.

- Exercises in Principles of Composition, Grammar, and Etymology, based on selected passages.  
 History of the Formation of the English Language and its Philological Elements, Celtic, Classical, and Germanic or Anglo-Saxon.  
 History of Literature from Chaucer to Spenser.  
 Critical Analysis of one of Shakspeare's Historical Plays.  
 Critical Examination, in Style, Rules of Composition, and Prosody, of a Poem of Spenser, Milton, Cowper, or Wordsworth.

## FRENCH.

- Corneille, le Cid.  
 Molière, le Médecin malgré lui.  
 Chefs d'Œuvres des Anciens Poètes.  
 La Bruyère et Theophraste.  
 History of French Literature from the 17th century to the present time.—(Choquet's.)  
 History of France from Louis XVI. to Louis Philippe. (Bonnehose's.)  
 Poetry of Troubadours et Trouveres compared, analyzed, and rendered into French prose. (Sismondi's Literature of South of Europe.)  
 French Composition on a given subject.  
 Oral Questions answered in French.

## GERMAN.

- Lessing, Nathan der Weise.  
 Wieland, Abderiten, vol. I.  
 Kotzebue (vol. XVIII.) Eduard in Schottland (Analysis of)  
 Klopstock, Der Messias, 1st and 2nd Cantos.  
 History of German Literature, from 18th century to the present time.—(Menzel's.)  
 History of Germany from the Peace of Westphalia to the present time.—(Kohlrausch's.)  
 Translation into German.

## MEDALS, PRIZES AND CERTIFICATES OF HONOUR.

**GOLD MEDALS** will be given to the students who have been placed first of the first class in the departments previously stated—viz.:

- I. Greek and Latin Languages.
- II. Mathematics, pure and mixed.
- III. Metaphysics, Ethics, and Civil Polity.
- IV. Chemistry, Zoology, and Botany.
- V. Chemistry, Mineralogy, and Geology.
- VI. Modern Languages.

**SILVER MEDALS** will be given to those students who have been placed in any position below first in the first class in the above-named departments.

Prizes of books of the value of £5 are offered in each department for proficiency in the subjects appointed for all students.

## PROGRAMME OF STUDIES, AND GENERAL RULES AND REGULATIONS FOR THE GOVERNMENT OF GRAMMAR SCHOOLS IN UPPER CANADA.

Prescribed by the Council of Public Instruction, under the authority of the Grammar School Act, 16 Vict. cap. 186, and approved by the Governor General in Council.

## PREFATORY EXPLANATION.

The fifth section of the Grammar School Act requires, "That in each County Grammar School provision shall be made for giving instruction, by a teacher or teachers of competent ability and good morals, in all the higher branches of a practical English and commercial education, including the Elements of Mechanics and Natural Philosophy, and also in the Greek and Latin languages, and Mathematics, so far as to prepare students for University College, or for any college affiliated to the University of Toronto, according to a Programme of Studies, and General Rules and Regulations, to be prescribed by the Council of Public Instruction for Upper Canada, and approved of by

the Governor General in Council: Provided always, that no Grammar School shall be entitled to receive any part of the Grammar School Fund, which shall not be conducted according to such Programme, Rules and Regulations." In the fourth clause of the eleventh section of the Act (after providing for the union of the Grammar and one or more Common Schools in any Municipality) it is provided, "That no such union shall take place without ample provision being made for giving instruction to the pupils in the elementary English branches, by a duly qualified teacher or teachers."

2. From these provisions of the law, it is clearly the object and function of Grammar Schools, not to teach the elementary branches of English, but to teach the higher branches, and especially to teach the subjects necessary for matriculation into the University. With a view to the promotion of these objects, and for the greater efficiency of the Grammar Schools, the Council of Public Instruction for Upper Canada, after mature deliberation, have adopted the following Regulations, which, according to the fifth section, and the fifth clause of the eleventh section of the Grammar School Act, 16 Victoria, chapter 186, are binding upon all Boards of Trustees and officers of Grammar Schools throughout Upper Canada.

## SECTION I.—QUALIFICATIONS FOR THE ADMISSION OF PUPILS INTO THE GRAMMAR SCHOOLS.

1. The regular periods for the admission of pupils commencing classical studies, shall be immediately after the Christmas and after the Summer Vacations; but the admission of pupils in English studies alone, or of those pupils who have already commenced the study of the Latin language, may take place at the commencement of each Term. The examinations for the admission of pupils shall be conducted by the Head Master; as also examinations for such Scholarships, Exhibitions and Prizes as may have been instituted by Municipal Councils as authorised by law,\* or by other corporate bodies, or by private individuals. But the Board of Trustees may, if they shall think proper, associate other persons with the Head Master in the examinations for such Scholarships, Exhibitions or Prizes.

2. Pupils in order to be admitted to the Grammar School, must be able, 1. To read intelligibly and correctly any passage from any common reading book. 2. To spell correctly the words of an ordinary sentence. 3. To write a fair hand. 4. To work readily questions in the simple and compound rules of arithmetic, and in reduction and simple proportion. 5. Must know the elements of English Grammar, and be able to parse any easy sentence in prose; and 6. Must be acquainted with the definitions and outlines of Geography.

\* The Upper Canada Municipal Corporations Act, 12 Vict., chap. 81, section 41, enacts that the Municipal Council of each County shall have power and authority to make a By-law or By-laws for each, all, or any of the following purposes, that is to say:—

*Thirdly.* For the purchase and acquirement of such real property as may be required for County Grammar School purposes, and for the erection, preservation, improvement and repair of County School Houses for the use of Grammar Schools in such parts of the County, or within any City or the liberties thereof, lying within the boundaries of such County, as the wants of the people most require; for the sale and disposal of the same when no longer required, and for making such provision in aid of such Grammar Schools as they may deem expedient for the advancement of education in the same.

*Fourthly.* For making some permanent provision for defraying, out of the public funds of each County, the expense of the attendance at the seat of the University of Toronto, and of that of Upper Canada College and Royal Grammar School there, of such and so many of the pupils of the different Public Grammar Schools of such County, as shall be desirous of, and in the opinion of the respective Masters of such Grammar Schools, shall be of competent attainments for entering into competition for any of the Scholarships, Exhibitions or other similar Prizes offered by such University or College to competition amongst such pupils; but which pupils, from the inability of their parents or guardians to incur the necessary expense of such attendance, might otherwise be deprived of the opportunity of competing for the same.

*Fifthly.* For the endowment of such and so many Fellowships, Scholarships, Exhibitions and other similar Prizes in the University of Toronto, or in Upper Canada College and Royal Grammar School there, to be open to competition amongst the pupils of the different Public Grammar Schools of such County, as they shall deem expedient for the encouragement of learning amongst the youth of such County.

## SECTION II.—PROGRAMME OF STUDIES IN THE GRAMMAR SCHOOLS OF UPPER CANADA.

CLASS.	I. LATIN.	II. GREEK.	III. FRENCH.	IV. ENGLISH.	V. MATHEMATICS.	VI. GEOGRAPHY AND HISTORY.	VII. PHYSICAL SCIENCE.	VIII. MISCELLANEOUS.
FIRST OR LOWEST.	Arnold's First and Second Latin Book. Latin Grammar. Cornelius Nepos.	None.	None.	English Grammar and Composition. Reading and Sullivan's Spelling-book superseded.	Arithmetic. Algebra, (first four rules.)	Outlines of Geography and General History.	None.	Writing. Drawing. Vocal Music.
SECOND.	Latin Grammar and Exercises. Caesar's Commentaries.	Arnold's First Greek Book.	None.	Grammar (continued.) Etymology and Versification. Art of Reading, (National Series) and Sullivan's Dictionary of Derivations.	Practical Arithmetic. Algebra, (simple equations.)	Outlines of Ancient Geography. History of Rome. History of Great Britain and Ireland	Elements of Natural History as far as contained in the 3rd and 4th National Readers.	Writing. Drawing. Vocal Music.
THIRD.	Ovid and Virgil. Latin Prosody and Exercises.	Greek Grammar and Exercises. Xenophon's Anabasis.	Elements of French Grammar, to end of Irregular Verbs, with Exercises. Oral and Written Translations.	Elementary Principles of Rhetoric and Logic. Art of Reading and Fifth Book. (National Series.)	Commercial Arithmetic. Algebra, (quadratics.) Euclid, Bb. I. II.	Ancient Geography Roman Antiquities History of Greece.	Elements of Natural Philosophy and Geology, as contained in the 5th National Reader.	Drawing. Vocal Music.
FOURTH.	Virgil and Cicero. Exercises and Composition in Prose and Verse.	Homer's Iliad. Greek Testament. Lucian. Greek Prosody, and Exercises.	Rules on the use of the Pronouns and Participles, with Exercises. Oral and Written Translations.	Christian Morals and Evidences. Reading in Sullivan's Literary Class Book.	Algebra. Euclid, Bb. III. IV., definitions of B. V. and B. VI.	Ancient and Medieval Geography. Grecian Antiquities. History of France. History of Canada.	Physiology, as contained in the 5th National Reader. Elements of Chemistry.	Drawing. Book Keeping. Vocal Music.
FIFTH.	Horace. Composition in Prose and Verse. Previous subjects reviewed.	Homer's Odyssey. Greek Prosody. Previous subjects reviewed.	Syntax and Idioms Composition. Oral and Written Translations. Fénélon, Dialogues des Morts. Molière, Les Fourberies de Scapin. Previous subjects reviewed.	Outlines of English Literature. Composition. Elements of Civil Policy, Political Economy (Fifth Reader.) Previous subjects reviewed.	Elements of Plane Trigonometry. Mensuration and Surveying. Previous subjects reviewed.	Outlines of Egyptian History to Death of Cleopatra. History of Spain and Portugal in the reign of Ferdinand and Isabella. Previous subjects reviewed.	Previous subjects reviewed. Drawing. Vocal Music.	



*Explanatory Memoranda to the Programme on page 23.*

1. Pupils preparing for the University are required to study those subjects only, which will qualify them for matriculation.
2. Any pupil studying the English branches alone, may have an option as to the particular subjects of his study; but he may not, without the special permission of the Head Master select any subject not included amongst those prescribed for the class, in which he has been placed on examination.
3. The Pupils shall be arranged in classes corresponding to their respective degrees of proficiency. There may be two or more divisions in each class; and each pupil shall be advanced from one class or division to another, according to attainments in scholarship, and no faster.
4. Drawing includes Linear, Map, Geometrical, and Ornamental Drawing.
5. Instruction shall be given to each pupil in penmanship as long as the Head Master shall think it necessary.
6. It is recommended, that the Elements of Vocal Music shall form part of the course of instruction for all pupils capable of learning to sing.

**SECTION III.—OPENING AND CLOSING EXERCISES OF EACH DAY.**

1. With a view to secure the Divine blessing, and to impress upon the pupils the importance of religious duties, and their entire dependence on their Maker, the Council of Public Instruction recommend that the daily exercises of each Grammar School be opened and closed by reading a portion of Scripture and by Prayer. The Lord's Prayer, alone, or the Forms of Prayer hereto annexed, may be used, or any other prayer preferred by the Board of Trustees and Head Master of each Grammar School. But the Lord's Prayer, shall form a part of the opening exercises; and the Ten Commandments shall be taught to all the pupils, and shall be repeated at least once a week. But no pupil shall be compelled to be present at these exercises against the wish of his parent or guardian, expressed in writing to the Head Master of the School.

**FORMS OF PRAYER.****I. BEFORE ENTERING UPON THE BUSINESS OF THE DAY.***Let us pray.*

O Lord, our Heavenly Father, Almighty and Everlasting God, who hast safely brought us to the beginning of this day, defend us in the same by thy mighty power; and grant, that this day we fall into no sin, neither run into any kind of danger, but that all our doings may be ordered by Thy governance, to do always that is righteous in Thy sight, through Jesus Christ our Lord. *Amen.*

O Almighty God, the giver of every good and perfect gift, the fountain of all wisdom, enlighten, we beseech Thee, our understandings by Thy Holy Spirit, and grant, that whilst with all diligence and sincerity we apply ourselves to the attainment of human knowledge, we fail not constantly to strive after that wisdom which maketh wise unto salvation; that so, through Thy mercy, we may daily be advanced both in learning and godliness, to the honor and praise of Thy name, through Jesus Christ our Lord. *Amen.*

Our Father, which art in Heaven, hallowed be Thy Name, Thy Kingdom come, Thy will be done in Earth, as it is in Heaven; give us this day our daily bread; and forgive us our trespasses, as we forgive them that trespass against us; and lead us not into temptation; but deliver us from evil; for Thine is the Kingdom, the Power, and the Glory, for ever and ever. *Amen.*

The Grace of Our Lord Jesus Christ, and the Love of God, and the Fellowship of the Holy Ghost, be with us all evermore. *Amen.*

**II. AT THE CLOSE OF THE BUSINESS OF THE DAY.***Let us pray.*

Most Merciful God, we yield Thee our humble and hearty thanks, for Thy Fatherly care and preservation of us this day, and for the progress which Thou hast enabled us to make in useful learning: we pray Thee to imprint upon our minds whatever good instructions we have received, and to bless them to the advancement of our temporal and eternal welfare; and pardon, we implore Thee, all that Thou hast seen amiss in our

thoughts, words and actions. May Thy good Providence still guide and keep us during the approaching interval of rest and relaxation, so that we may be thereby prepared to enter on the duties of the morrow, with renewed vigor, both of body and mind; and preserve us, we beseech Thee, now and ever, both outwardly in our bodies, and inwardly in our souls, for the sake of Jesus Christ, Thy Son, Our Lord. *Amen.*

Lighten our darkness, we beseech Thee, O Lord; and by Thy great mercy, defend us from all perils and dangers of this night, for the love of Thine only Son, Our Saviour, Jesus Christ. *Amen.*

Our Father, which art in Heaven, hallowed be Thy Name, Thy Kingdom come, Thy will be done in Earth, as it is in Heaven; give us this day our daily bread; and forgive us our trespasses, as we forgive them that trespass against us; and lead us not into temptation; but deliver us from evil; for Thine is the Kingdom, the Power, and the Glory, for ever and ever. *Amen.*

The Grace of our Lord Jesus Christ, and the Love of God, and the Fellowship of the Holy Ghost, be with us all evermore. *Amen.*

**SECTION IV.—DUTIES OF THE HEAD MASTER AND TEACHERS.**

1. Each Head Master and Teacher of a Grammar School shall punctually observe the hours for opening and dismissing the School; shall, during school hours, faithfully devote himself to the public service; shall see that the exercises of the school be opened and closed each morning and evening as stated in the preceding section; shall daily exert his best endeavors, by example and precept, to impress upon the minds of the pupils the principles and morals of the Christian Religion, especially those virtues of piety, truth, patriotism and humanity, which are the basis of law and freedom, and the cement and ornament of society.

2. Every Head Master shall keep the daily, weekly and quarterly register of his school, according to the forms and instructions authorised by law. The Head Master of every Senior County Grammar School shall also make the observations and keep the Meteorological Journal required by the 16th section of the Grammar School Act, 16 Vict. chap. 186; in addition to which every Head Master shall keep, and cause to be kept, a class register in which are to be noted the class exercises of each pupil, so as to exhibit a view of the advancement and standing of such pupil in each subject of his studies. The Head Master shall also prepare the annual and semi-annual returns of his school required according to law.

3. The Head Master shall practice such discipline in his school as would be exercised by a judicious parent in his family; avoiding corporal punishment, except when it shall appear to him to be imperatively required; and in all such cases, he shall keep a record of the offences and punishments, for the inspection of the trustees at or before the next public examination, when said record shall be destroyed.

4. For gross misconduct, or a violent or wilful opposition to his authority, the Head Master may suspend a pupil from attending at the school, forthwith informing the parent or guardian of the fact, and the reason of it, and communicating the same to the Chairman of the Board of Trustees. But no boy shall be expelled without the authority of the Board of Trustees.

5. When the example of any pupil is very hurtful to the school, and in all cases where reformation appears hopeless, it shall be the duty of the Head Master, with the approbation of the Board of Trustees, to suspend or expel such pupil from the school. But any pupil under this public censure, who shall express to the Head Master his regret for such course of conduct, as openly and as explicitly as the case may require, shall, with the approbation of the Board and Head Master, be re-admitted to the school.

6. The Trustees having made such provisions relative to the school house and its appendages, as are required by the second clause of the eleventh section of the Grammar School Act, 16 Vict., cap. 186, it shall be the duty of the Head Master to give strict attention to the proper ventilation and temperature, as well as to the cleanliness of the school house; he shall also prescribe

such rules for the use of the yard and out-buildings connected with the school house, as will ensure their being kept in a neat and proper condition; and he shall be held responsible for any want of neatness and cleanliness about the premises.

7. Care shall be taken to have the school house ready for the reception of pupils at least *fifteen minutes* before the time prescribed for opening the school, in order to afford shelter to those that may arrive before the appointed hour.

#### SECTION V.—DUTIES OF PUPILS.

1. Pupils must come to the school clean in their persons and clothes.

2. Tardiness on the part of pupils shall be considered a violation of the rules of the school, and shall subject the delinquents to such penalty as the nature of the case may require, at the discretion of the Head Master.

3. No pupil shall be allowed to depart before the hour appointed for closing school, except in case of sickness or some pressing emergency; and then the Head Master's consent must first be obtained.

4. A pupil absenting himself from school, except on account of sickness, or other urgent reason satisfactory to the Head Master, forfeits his standing in his class and his right to attend the school for the term.

5. No pupil shall be allowed to remain in the school, unless he is furnished with the books and requisites required to be used by him in the school; but in case of a pupil being in danger of losing the advantages of the school by reason of his inability to obtain the necessary books or requisites through the poverty of his parent or guardian, the Board of Trustees have power to procure and supply such pupil with the books and requisites needed.

6. The tuition fees, as fixed by the Board of Trustees, whether monthly or quarterly, shall be payable in advance; and no pupil shall have a right to enter or continue in the school or class until he shall have paid the appointed fee.

#### SECTION VI.—TERMS, VACATIONS, DAILY EXERCISES AND HOLIDAYS.

1. There shall be four Terms each year, to be designated, the Winter, Spring, Summer and Autumn Terms. The Winter Term shall begin the 7th January, and end the Tuesday next before Easter; the Spring Term shall begin the Wednesday after Easter, and close the last Friday in June; the Summer Term shall begin the second Monday in August, and end the Friday next before the 15th October; the Autumn Term shall begin the Monday following the close of the Summer Term, and shall end the 22nd December.

2. The Exercises of each day shall not commence later than 9 o'clock, a.m., and shall not exceed six hours in duration, exclusive of all the time allowed at noon for recreation, and of not more than ten minutes during each forenoon and each afternoon. Nevertheless, a less number of hours for daily teaching may be determined upon in any Grammar School, at the option of the Board of Trustees.

3. Every Saturday shall be a holiday; or if preferred by the Board of Trustees and Head Master of any Grammar School, the afternoons of Wednesday and Saturday in each week shall be half holidays. All days declared by law to be public holidays, shall be holidays in each Grammar School.

4. The public half-yearly examinations required to be held in each Grammar School by the fifth clause of the eleventh section of Act, 16 Vic., cap. 186, shall take place, the one immediately before the Christmas holidays, and the other immediately before the Summer vacation.

Adopted by the Council of Public Instruction for Upper Canada, on the 26th day of December, 1854.

Approved by the Governor General in Council, as intimated to the Chief Superintendent on the 15th February, 1855.

EDUCATION OFFICE,  
Toronto, 15th February, 1855.

### LIST OF TEXT-BOOKS FOR GRAMMAR SCHOOLS IN UPPER CANADA, RECOMMENDED BY THE COUNCIL OF PUBLIC INSTRUCTION, UNDER THE AUTHORITY OF THE 6TH SECTION OF THE GRAMMAR SCHOOL ACT, 16 VIC. CH. 186.

[NOTE.—The Grammar School Trustees can select such text books from the following list as they may approve; but in no case should more than one series of books be permitted to be used in each school.]

#### I. LATIN.

Arnold's First and Second Book.	Arnold's Prose Composition.
Bullions' Adam's Grammar.	Edinburgh Academy Rudiments.
Eton Grammar.	Anthony's Latin and English Dictionary. 12mo.
Kaltschmidt's Latin and English Dictionary. 12mo.	(Chambers' Ed. Course.)

#### II. GREEK.

Arnold's First Book.	Bullions' Grammar.
Arnold's First and Second Prose Com- position.	Edinburgh Academy Rudiments. Eton Grammar.
Arnold's Reading Book.	Anthony's Prosody.
Liddell & Scott's Greek Lexicon. (Abridged.)	
Donnegan's Greek Lexicon.	

#### Classical Dictionaries, etc.

Smith's Classical Dictionary. 8vo.  
Smith's Smaller Classical Dictionary. 12mo.  
Smith's Smaller Dictionary of Antiquities. 12mo.  
Rich's Companion to Latin Dictionary and Greek Lexicon.  
Baird's Classical Manual.

#### III. FRENCH.

Merlet's Grammar.  
Merlet's La Traducteur.  
Merlet's Dictionary of Difficulties.  
Arnold's First Book.  
Noël's and Chapsal's Grammar.  
Spiers and Surrenne's French and English Dictionary. (12mo.)  
Collot's French and English Dictionary. 8vo.

Arnold's Vocabulary.  
Surrenne's New Manual.

#### IV. ENGLISH.

Lennie's Grammar.  
Bullions' Grammar.  
Art of Reading. (National Series.)  
Sullivan's Dictionary of Derivations.  
Sullivan's English Dictionary.  
Whately's Lessons on Reasoning.  
Whately's Lessons on Christian Evidences, or the Truth of Christianity. (Appendix to 4th National Reader.)  
Whately's Introductory Lessons on the British Constitution.  
Political Economy in Chambers' Educational Course.  
Spalding's English Literature.  
Reid's Rudiments of English Composition.

National or Sullivan's Grammar.  
The National Readers.  
Sullivan's Spelling Book Superseded.  
Sullivan's Literary Class Book.

#### V. MATHEMATICS.

Arithmetic in Theory and Practice. (National Series.)  
Thompson's, (James, LL.D., Glasgow) Arithmetic.  
Thompson's, (James, LL.D., Glasgow) Algebra.  
Loomis' Algebra.  
Colenso's Algebra.  
Colenso's Simson's Euclid.  
Potts' Euclid.  
Mensuration and Appendix. (National Series.)

#### VI. GEOGRAPHY AND HISTORY.

Sullivan's Introduction to Geography and History.  
Sullivan's Geography Generalised.  
Epitome of Geographical Knowledge. (National Series.)  
White's Elements of General History, Parts I, II, III. (Ancient, Middle Ages, and Modern.)  
White's History of Great Britain and Ireland.  
White's History of France.  
Putz's Ancient Geography and History. By Arnold and Paul.  
Putz's Mediæval Geography and History. Ditto.  
Putz's Modern Geography and History. Ditto.  
Johnston's General School Atlas.  
Johnston's Physical School Atlas.  
Johnston's Classical School Atlas.  
Pillans' Physical and Classical Geography, [Companion to Johnston's Classical Atlas.]

#### VII. PHYSICAL SCIENCE.

Third, Fourth and Fifth National Readers.  
Youman's Chemistry, with Coloured Chart.  
Olmstead's School Philosophy.  
Johnston's four Charts of Natural Philosophy, with Hand-Books.  
Patterson's Zoology, Parts I. and II.

#### VIII. MISCELLANEOUS.

Hullah's Vocal Music. National Copy Lines.  
Mulhauser's Writing. National Book-keeping.  
Drawing-books authorised by the Department of Science and Art, England; and those in the Catalogue of the Educational Depository.

N. B.—The above text-books and the Greek, Roman, and French authors required to be read, &c., can be procured at the Educational Depository, Toronto.

# PROGRAMME OF STUDIES IN THE

In which Four Hundred and Twenty Pupils receive Instruction. It is divided into Two  
and each Division into Seven

## BOYS' DEPARTMENT.

### FIRST, OR LOWEST DIVISION.

SECTIONS	READING.																	
No. 1.	Tablet Lesson or First Book .....	15*	Elementary Arithmetic .....	5*	Calculator .....	5	Writing or Drawing on Slates .....	5	Object Lessons .....	5	Spelling .....	5	Geography .....	5	Singing .....	2	Gymnastics .....	2
" 2.	Tablet Lesson or First Book .....	15																
" 3.	Second Book .....	15																
" 4.	Second Book .....	15																
" 5.	Sequel to Second Book, No. I. ....	15																
" 6.	Sequel to Second Book, No. I. ....	15																
" 7.	Sequel to Second Book, No. I. ....	15																

### SECOND DIVISION.

SECTIONS	READING.	ARITHMETIC.																							
No. 1.	Sequel to the Second Book, No. II.	... 10*	Simple Rules.	Practical Arithmetic .....	5*	Theoretical Arithmetic .....	5	Mental Arithmetic .....	5	Writing .....	5	History, Introduction to .....	3	Geography .....	5	Singing .....	2	Spelling and Dictation .....	5	Natural History .....	3	Grammar .....	5	Gymnastics .....	2
" 2.		... 10	Simple Rules.																						
" 3.		... 10	Compound Rules.																						
" 4.		... 10	Compound Rules.																						
" 5.	Third Book .....	10	Reduction and Proportion.																						
" 6.	Third Book .....	10	Reduction and Proportion.																						
" 7.	Third Book .....	10	Reduction and Proportion.																						

### THIRD, OR HIGHEST DIVISION.

SECTIONS	READING.	ARITHMETIC.																																			
No. 1.	Third Book .....	8*	Proportion, &c.	Practical Arithmetic .....	5*	Theoretical Arithmetic .....	5	Mental Arithmetic .....	5	Geography .....	4	History .....	4	Grammar and Composition .....	5	Writing .....	4	Spelling and Dictation .....	4	Natural History .....	2	Drawing .....	2	Singing .....	2	Gymnastics .....	2	Natural Philosophy .....	3	Book-keeping, 5th, 6th & 7th classes	2	Geometry, 5th, 6th & 7th classes...	2	Algebra, 5th, 6th & 7th classes .....	2	Mensuration, 7th class .....	2
" 2.	Third Book .....	8	Proportion, &c.																																		
" 3.	Fourth Book .....	8	Fractions, &c.																																		
" 4.	Fourth Book .....	8	Fractions, &c.																																		
" 5.	Fifth Book .....	6	Interest, &c.																																		
" 6.	Fifth Book .....	6	Interest, &c.																																		
" 7.	Fifth Book .....	4	Higher Branches of Arith., Logarithms, &c.																																		

\* Number of Lessons per week.

**PROVINCIAL MODEL SCHOOL :**

Departments : the Male and Female ; each Department is sub-divided into Three Divisions ; Sections, consisting of Ten Pupils each.

**GIRLS' DEPARTMENT.**

**FIRST, OR LOWEST DIVISION.**

SECTIONS	READING.	5*	5	5	5	5	5	2	2	1
No. 1.	Tablet Lesson or First Book..... 14*	Elementary Arithmetic .....	Calculator .....	Writing or Drawing on Slates .....	Object Lessons .....	Spelling .....	Geography .....	Singing .....	Calisthenics .....	Plain Needle-work.....
" 2.	Second Book .....									
" 3.	Second Book .....									
" 4.	Second Book .....									
" 5.	Sequel to Second Book, No. I. ....									
" 6.	Sequel to Second Book, No. I. ....									
" 7.	Sequel to Second Book, No. I. ....									

**SECOND DIVISION.**

SECTIONS	READING.	ARITHMETIC.	5*	5	5	5	3	5	2	5	2	5	2	5	2	1
No. 1.	Third Book ..... 12*	Compound Rules.	Practical Arithmetic .....	Theoretical Arithmetic .....	Mental Arithmetic .....	Writing .....	History .....	Geography .....	Singing .....	Spelling and Dictation .....	Natural History.....	Grammar.....	Calisthenics.....	Plain Needle-work.....		
" 2.	Third Book ..... 12	Compound Rules.														
" 3.	Third Book ..... 12	Compound Rules.														
" 4.	Third Book ..... 12	Reduction and Proportion.														
" 5.	Fourth Book..... 12	Reduction and Proportion.														
" 6.	Fourth Book..... 12	Reduction and Proportion.														
" 7.	Fourth Book..... 12	Reduction and Proportion.														

**THIRD, OR HIGHEST DIVISION.**

SECTIONS	READING.	ARITHMETIC.	5*	5	4	4	3	5	5	4	2	2	2	2	2	1	3	2	
No. 1.	Fourth Book ..... 6*	{ Fractions and Proportion.	Practical Arithmetic .....	Theoretical Arithmetic .....	Mental Arithmetic.....	Geography .....	History .....	Grammar and Composition .....	Writing .....	Spelling and Dictation .....	Natural History.....	Drawing .....	Singing .....	Calisthenics .....	Natural Philosophy .....	Domestic Economy.....	Plain Needle-work.....	Algebra, 4 classes .....	Geometry, 1 class .....
" 2.	Fourth Book ..... 6																		
" 3.	Fourth Book ..... 6																		
" 4.	Fifth Book ..... 6	Interest, &c.																	
" 5.	Fifth Book ..... 6	Interest, &c.																	
" 6.	Sixth Book ..... 6	Higher Branches.																	
" 7.	Sixth Book ..... 6	Higher Branches.																	

## REMARKS ON THE FOREGOING CLASSIFICATION OF STUDIES IN THE PROVINCIAL MODEL SCHOOL.

BY MR. M'CALLUM, THE HEAD MASTER.

The basis of classification adopted in the Provincial Model School, is Reading and Arithmetic.

As the text-books used are those of the Irish National Series, sanctioned by the Council of Public Instruction for Upper Canada, the School is divided into five classes, corresponding to the five reading books of that series.

*The First Class.*—The first class consists of those children who are either commencing to read, or who are not sufficiently advanced to read in the second book. They read from the Tablet Lessons, containing the whole of the first book of Lessons. Before they are advanced to the second book they must be able to read all the tablet lessons with ease, spell the words correctly, and give their meaning. This is the method adopted in promoting the pupils from class to class and from book to book, throughout the whole school. One lesson must be completely mastered by the pupils before they begin another.

Spelling and defining words are considered essential parts of every reading lesson. After a few general questions on the subject of the lesson, the words placed at the commencement of it are pronounced and defined, the teacher carefully correcting any erroneous impression respecting either expressed by the pupil.

They write on slates as soon as they are admitted into the school, both to assist them in learning the letters of the alphabet and afterwards to promote their proficiency in penmanship. The simplest forms of letters are first presented to the eye, afterwards the more difficult ones, till all are mastered.

Drawing on slates is commenced by the junior pupils; as much, however, to afford them an agreeable amusement as to improve them in other respects, besides assisting them very much to acquire ease in writing. According to Pestalozzi, "Without drawing there can be no writing."

They are introduced to the study of Arithmetic by the use of the Calculator, or numeral frame, and blackboard, and from these they soon learn the use of the slate. They learn the Multiplication Table, as well as Addition, Subtraction, &c., both in theory and practice, entirely from the Calculator.

They are instructed in Geography,—at first by giving them some idea of dimensions, the cardinal points of the compass, the directions in which the streets of our city run, then the relative positions of places near the city; this is gradually extended to the geography of our own country, after that to this continent, and finally to the whole world. In all studies we go from the simple to the complex, from the known to the unknown.

In Grammar they receive occasional lessons, wholly by oral instruction, and in the simplest manner. In the commencement nothing more is done than to explain the nature of a "noun"—making them point out the nouns that occur in any of their reading lessons. When we have given them a correct idea of this part of speech, we call on them to name the objects in the room—as window, door, chair, &c.,—carefully showing them that in Grammar we have to do with the names of things only, the word "chair" is a noun, but the thing "chair" is that on which we sit, &c. In the same progressive manner we proceed with the other parts of speech, so that the pupils are made practically acquainted with the leading principles of this very important study long before they have a Grammar put into their hands.

This class receives daily lessons in Natural History, under the name of "Object Lessons," simple description of animals, their habits, modes of living, instinct, &c.; at first, of those animals only which they may have seen, or those found in our own country; then, those animals peculiar to other climes. If possible, a specimen of the object concerning which they are receiving a lesson is placed before them, so as to have both the eye and ear engaged in the lesson. When this cannot be done, pictures of them as they appear outwardly to the eye, as well as drawings of their anatomical structure, are placed before them. As the pupils advance in age and knowledge, other cognate branches are

taught them, until at length this pleasing and instructive study comprehends Botany and Zoology on the one hand, and Vegetable and Human Physiology and Geology on the other. We endeavor also to make these lessons the vehicle of moral instruction; as in no part of His works are the wisdom and goodness of God more manifest than in the structure of animals, their adaptation to the circumstances in which they are placed, the functions they fulfil, as well as the purposes they subserve in the economy of Nature.

These scholars receive, from competent masters, instruction in Vocal Music; and are exercised in the very important branch of Physical Education—Gymnastics with the boys, and Calisthenics with the girls.

*The Second Class.*—The second class consist of those pupils who read in the second book and sequel to it, and are engaged in working the simple rules of Arithmetic.

In reading, the pauses and inflections are pointed out to them; and great care is taken to teach them the proper pronunciation of words, as well as to correct any wrong habits they may have formed previously to their having entered the school.

Spelling from their reading lessons, and defining the words, are carefully attended to; and although their reading is to some extent mechanical, yet, by knowing the meaning of the words, they read much better than they otherwise could. To spell, and give the meaning of the most difficult words of a lesson, is the first exercise in a reading lesson.

They write on paper; and drawing on their slates from objects traced on the blackboard is continued.

They commit to memory all the "tables, weights and measures," and receive instruction in the theory of Arithmetic, so as to understand the nature and principles upon which all their operations, so far as they have advanced, depend.

The theoretical, with us, invariably precedes the practical part of every study;—and thus, by enlightening the understanding, while the memory is strengthened, the pupil is not left to depend on the memory alone; besides, anything once made the property of the understanding can never be forgotten, as it thereby becomes assimilated to the mind itself. While it is certain that nothing is valuable only as it affects beneficially the practical purposes of life, so it is evident "that Practice without Science is empiricism; and that all which is truly great in the practical must be the application and result of an antecedent ideal." "Thus should Science always precede Art, Theory go before Practice, and the general formulæ embrace all particulars."

With this class we commence Mental Arithmetic, which for disciplining the mind is perhaps superior to any other of the branches of a common school education.

The geography of our own country is continued, and the general features of the globe in all their interesting connections are brought into review before them. The subdivision of continents into political divisions is commenced; the sources of rivers traced; mountain ranges described; capes, islands, gulfs, &c, with their relative positions, are committed to memory, by going over them on large maps and on the blackboard.

Grammars are now placed in their hands, a certain portion of which they are required to study every evening. They are expected to give the sense not the words of the text; our great endeavor is, by presenting only one thing at a time, stating it in the most simple manner and frequently repeating and reviewing it, to assist them in forming a correct idea and retaining in their mind anything necessary for them to understand.

In Natural History they are taught a systematic arrangement and classification of animals, in addition to that previously mentioned.

Hullah's System of Vocal Music is taught to both the boys and girls. Gymnastics with the boys and Calisthenics with the girls, are continued, as with the class to which we have alluded above.

*The Third Class.*—This class begins writing, from dictation, on their slates, in order to secure good spelling. They likewise are instructed in the History of Canada, in connection with that of Great Britain and France. This branch is taught wholly by conversational lecture. The girls receive instruction in plain sewing.

Those pupils who read in the third book, and are engaged in the Compound Rules and Reduction, constitute the third class.

This class, as well as the more advanced, have some lessons to prepare at home in the evenings, in order to have their time properly improved, and to cultivate habits of industry.

Those of them who are sufficiently advanced to work in Proportion, are also taught the use of the Prefixes and Affixes; they also write Composition in connection with their Grammar. The Classification of Animals is continued; History of England and General History; Drawing from objects on paper; Geography, Mathematical, Physical and Political; population, extent, capital, &c., of countries; Reading intellectually.

*The Fourth Class.*—Those reading in the fourth book and advanced to Fractions and Decimals form the fourth class. The preceding studies, in an advanced state, are continued. The motions of the Earth, with an Introduction to Astronomy in connection with Geography forms a part of their studies.

*The Fifth Class.*—Those reading in the fifth and sixth books, and working in Interest, Exchange and Logarithms, constitute the fifth class. The girls alone read in the sixth book.

The higher parts of the preceding studies are continued. Formulæ and Logarithms used in solving Arithmetical Problems, Algebra, Geometry, Book-keeping, Elements of Natural Philosophy, and Mensuration with those sufficiently advanced in Arithmetic and Algebra: Domestic Economy in the Female Department, constitute additional branches of study in the pursuit of knowledge.

All those sufficiently advanced to read it, have lessons in the New Testament. A map of Palestine or the Ancient World is placed before them, for the purpose of seeing the relative positions of the various localities, towns, and cities mentioned in their lesson. The geography of Palestine, next to that of Canada and Great Britain, receives special attention.

Love to God, affection for their parents, obedience to all those placed in authority over them, a proper regard for the welfare of others, and an ardent zeal for the prosperity of our country, are enjoined, as these principles are regarded as among the essential elements of true moral greatness. In addition to the morning and evening religious exercises prescribed by the Council, a portion of the New Testament is read by the pupils twice a week.

The following is a summary of the studies in which each class is engaged:

*First Class.*—Reading, Spelling, Defining, Writing on slates, Drawing on slates, Elements of Arithmetic, Geography. First Principles of Grammar, Object Lessons, Vocal Music, and Gymnastics or Calisthenics.

*Second Class.*—Reading, Spelling and Defining, Writing on paper, Drawing on slates, Tables, Weights and Measures, Simple Rules of Arithmetic, Theory of do. and Mental Arithmetic commenced. Geography, Grammar, Natural History, Vocal Music, Gymnastics or Calisthenics, and History of Canada.

*Third Class.*—Reading intellectually, Spelling from Dictation and Defining, Writing, Drawing on paper, Arithmetic (Theoretical, Mental and Practical), Geography, Grammar (Prefixes, Affixes and Composition), Natural History, Music, Gymnastics or Calisthenics, and, with the girls, Sewing, &c.

*Fourth Class.*—Reading, Arithmetic (Fractions and Decimals). The preceding studies in an advanced state continued. The Nations of the Earth, with an Introduction to Astronomy, in connection with Geography (Mathematical, Physical and Political, population, extent, &c., of Countries).

*Fifth Class.*—Reading in fifth and sixth books, Arithmetic, Interest, Exchange, Logarithms, Formulæ in solving Problems, Algebra, Geometry, Book-keeping, Elements of Natural Philosophy, and, with those sufficiently advanced in Algebra and Arithmetic, Mensuration. And in the Female Department, Domestic Economy, with those of the preceding class.

Many persons, from not giving the subject proper consideration,

conclude, from the number of studies enumerated, that they are too numerous; and, therefore, that the teaching in this Institution must be more or less superficial. This objection has already been ably answered by Dr. Ryerson, in his "*Report on a system of Public Elementary Instruction, for Upper Canada,*" pp. 146, 148—and to which we would refer all parties concerned.

In the government of the school, we endeavour to imitate, as much as possible, true parental authority. Corporal punishment is discarded, as unnecessary to the proper government of the school. We endeavour to show the pupils that we have their good at heart; that a ready obedience on their part is as conducive to their own personal advancement, as it is essential to the order and discipline of the whole school. Their reason and understanding—their good common sense (of which children have a larger share than is generally imagined)—are addressed; thereby gaining access to the better feelings of their nature; and with the proper development of these, cheerful obedience is readily secured. This plan always succeeds with children who are properly governed at home. Nearly all the difficulties encountered by a teacher can be traced directly to the culpable negligence of parents.

When admonition, remonstrance and reproof fail in securing proper attention, the offender is required to stand on the floor during a part or the whole of the playtime. Should this fail, the pupil is condemned to idleness during a lesson, or is sent home for a part, or the whole of the day. When this does not succeed, he is suspended from the school for a specified period; then, if this does not secure good behaviour, the boy is finally dismissed from the school. Should his contrition and future conduct warrant it, he may, after a certain time, upon the application of his parents and his own promise of good behaviour, be reinstated in the school; but when *expelled*, he cannot be re-admitted.

Finally, we anticipate much benefit from the Library recently established in the school. It contains about 500 volumes of most valuable books. By proper management, it will enable us to accomplish more, in a given time, than we have ever yet done in the Provincial Model School.

## AMENDED COMMON SCHOOL REGULATIONS,

RELATING TO THE CONSTITUTION AND GOVERNMENT OF SCHOOLS IN RESPECT TO RELIGIOUS AND MORAL INSTRUCTION, AND ADDITIONAL DUTIES OF MASTERS AND PUPILS.

[The 5th section of the 6th chapter of the General Regulations, &c., for the government of Common Schools in Upper Canada, has been revised as follows—embracing certain additional regulations in regard to the duties of masters and pupils:]

### V. RELIGIOUS AND MORAL INSTRUCTION.\*

As Christianity is the basis of our whole system of Elementary Education, that principle should pervade it throughout. The Common School Act, of 1850, fourteenth section, securing individual rights, as well as recognizing Christianity, provides, "That any Model or Common School established under this Act, no child shall be required to read or study in or from any religious book, or to join in any exercise of devotion or religion, which shall be objected to by his or her parents or guardians: Provided always, that within this limitation, pupils shall be allowed to receive such religious instruction as their parents or guardians shall desire, according to the general regulations which shall be provided according to law."

In the section of the Act thus quoted, the principle of religious instruction in the schools is recognized, the restrictions within which it is to be given is stated, and the exclusive right of each parent and guardian on the subject is secured, without any interposition from Trustees, Superintendents, or the Government itself. Therefore it shall be a matter of mutual arrangement

\* See pamphlet edition of the Common School Acts for Upper Canada, (1850), pp. 61, 62.

between the Teacher and the parent or guardian of each pupil, as to whether the Teacher shall hear such pupil recite from the Catechism, or other summary of religious doctrine and duty of the persuasion of such parent or guardian.

The Common School being a *day*, and not a *boarding* school, rules arising from domestic relations and duties are not required; and as the pupils are under the care of their parents and guardians on Sabbaths, no regulations are called for in respect to their attendance at public worship.

The following Regulations in regard to the "Opening and Closing Exercises of each day," the "Duties of Masters and Teachers," and the "Duties of Pupils," which have been adopted by this Council, and approved by the Governor General in Council, in regard to Grammar Schools, shall apply and be in force in regard to all Common Schools in Upper Canada.

#### I.—OPENING AND CLOSING EXERCISES OF EACH DAY.

1. With a view to secure the Divine blessing, and to impress upon the pupils the importance of religious duties, and their entire dependence on their Maker, the Council of Public Instruction recommend that the daily exercises of each Common School be opened and closed by reading a portion of Scripture and by Prayer. The Lord's Prayer, alone, or the Forms of Prayer hereto annexed, may be used, or any other prayer preferred by the Trustees and Master of each School. But the Lord's Prayer shall form a part of the opening exercises; and the Ten Commandments shall be taught to all the pupils, and shall be repeated at least once a week. But no pupil shall be compelled to be present at these exercises against the wish of his parent or guardian, expressed in writing to the Master of the School.

#### FORMS OF PRAYER.

##### I. BEFORE ENTERING UPON THE BUSINESS OF THE DAY.

*Let us pray.*

O Lord, our Heavenly Father, Almighty and Everlasting God, who hast safely brought us to the beginning of this day, defend us in the same by Thy mighty power; and grant that this day we fall into no sin, neither run into any kind of danger, but that all our doings may be ordered by Thy governance, to do always that is righteous in Thy sight, through Jesus Christ our Lord. *Amen.*

O Almighty God, the giver of every good and perfect gift, the fountain of all wisdom, enlighten, we beseech Thee, our understandings by Thy Holy Spirit, and grant, that whilst with all diligence and sincerity we apply ourselves to the attainment of human knowledge, we fail not constantly to strive after that wisdom which maketh wise unto salvation; that so, through Thy mercy, we may daily be advanced both in learning and godliness, to the honor and praise of Thy name, through Jesus Christ our Lord. *Amen.*

Our Father, which art in Heaven, hallowed be Thy name, Thy kingdom come, Thy will be done in earth, as it is in Heaven; Give us this day our daily bread; And forgive us our trespasses, as we forgive them that trespass against us; And lead us not into temptation; But deliver us from evil; For Thine is the kingdom, the power, and the glory, for ever and ever. *Amen.*

The Grace of our Lord Jesus Christ, and the Love of God, and the Fellowship of the Holy Ghost, be with us all evermore. *Amen.*

##### II. AT THE CLOSE OF THE BUSINESS OF THE DAY.

*Let us pray.*

Most Merciful God, we yield Thee our humble and hearty thanks, for Thy Fatherly care and preservation of us this day, and for the progress which Thou hast enabled us to make in useful learning: we pray Thee to imprint upon our minds whatever good instructions we have received, and to bless them to the advancement of our temporal and eternal welfare; and pardon, we implore Thee, all that thou has seen amiss in our thoughts, words and actions. May Thy good Providence still guide and keep us during the approaching interval of rest and relaxation, so that we may be thereby prepared to enter on the duties of the morrow, with renewed vigor, both of body and mind; and preserve us, we beseech Thee, now, and ever, both outwardly in our bodies, and inwardly in our souls, for the sake of Jesus Christ, Thy Son, Our Lord. *Amen.*

Lighten our darkness, we beseech Thee, O Lord; and by Thy great mercy, defend us from all perils and dangers of this night, for the love of Thy only Son, Our Saviour, Jesus Christ. *Amen.*

Our Father, which art in Heaven, hallowed be Thy Name, Thy Kingdom come, Thy will be done in Earth, as it is in Heaven; give us this day our daily bread; and forgive us our trespasses, as we forgive them that trespass against us; and lead us not into temptation; but deliver us from evil; for Thine is the Kingdom, the Power, and the Glory, for ever and ever. *Amen.*

The Grace of our Lord Jesus Christ, and the Love of God, and the Fellowship of the Holy Ghost, be with us all evermore. *Amen.*

##### II.—DUTIES OF MASTERS.

1. Each Master of a Common School shall punctually observe the hours for opening and dismissing the School: shall, during the school hours, faithfully devote himself to the public service; shall see that the exercises of the school be opened and closed each morning and evening as stated in the preceding part of this section; shall daily exert his best endeavours, by example and precept, to impress upon the minds of the pupils the principles and morals of the Christian Religion, especially those virtues of piety, truth, patriotism and humanity, which are the basis of law and freedom, and the cement and ornament of society.

2. The Master shall practice such discipline in his school as would be exercised by a judicious parent in his family; avoiding corporal punishment, except when it shall appear to him to be imperatively required; and in all such cases, he shall keep a record of the offences and punishments, for the inspection of the trustees at or before the next public examination, when said record shall be destroyed.

3. For gross misconduct, or a violent or wilful opposition to his authority, the Master may suspend a pupil from attending at the school, forthwith informing the parent or guardian of the fact, and the reason of it, and communicating the same to the Trustees, through the Chairman or Secretary. But no pupil shall be expelled without the authority of the Trustees.

4. When the example of any pupil is very hurtful to the school, and in all cases where reformation appears hopeless, it shall be the duty of the Master, with the approbation of the Trustees, to expel such pupil from the school. But any pupil under the public censure, who shall express to the Master his regret for such course of conduct, as openly and

as explicitly as the case may require, shall, with the approbation of the Trustees and Master, be re-admitted to the school.

5. The Trustees having made such provisions relative to the school house and its appendages, as are required by the fourth clause of the twelfth section of the Common School Act, 13th and 14th Vict., cap. 48, it shall be the duty of the Master to give strict attention to the proper ventilation and temperature, as well as to the cleanliness of the school house; he shall also prescribe such rules for the use of the yard and out-buildings connected with the school house, as will ensure their being kept in a neat and proper condition; and he shall be held responsible for any want of neatness and cleanliness about the premises.

6. Care shall be taken to have the school house ready for the reception of pupils at least *fifteen* minutes before the time prescribed for opening the school, in order to afford shelter to those that may arrive before the appointed hour.

### III.—DUTIES OF PUPILS.

1. Pupils must come to the school clean in their persons and clothes.

2. Tardiness on the part of pupils shall be considered a violation of the rules of the school, and shall subject the delinquents to such penalty as the nature of the case may require, at the discretion of the Master.

3. No pupil shall be allowed to depart before the hour appointed for closing school, except in case of sickness or some pressing emergency; and then the Master's consent must first be obtained.

4. A pupil absenting himself from school, except on account of sickness, or other urgent reason satisfactory to the Master, forfeits his standing in his class and his right to attend the school for the remainder of the quarter.

5. No pupil shall be allowed to remain in the school, unless he is furnished with the books and requisites required to be used by him in the school; but in case of a pupil being in danger of losing the advantages of the school by reason of his inability to obtain the necessary books or requisites through the poverty of his parent or guardian, the Trustees have power to procure and supply such pupil with the books and requisites needed.

6. The tuition fees, as fixed by the Trustees, whether monthly or quarterly, shall be payable in advance; and no pupil shall have a right to enter or continue in the school until he shall have paid the appointed fee.

Adopted by the Council of Public Instruction for Upper Canada, on the Thirteenth day of February, 1855.

EDUCATION OFFICE,

Toronto, 15th February, 1855.

### [OFFICIAL CIRCULAR.]

*From the Chief Superintendent of Schools to the Boards of Trustees of Grammar Schools throughout Upper Canada.*

GENTLEMEN,

I have the honor to transmit you herewith the Regulations which have been adopted by the Council of Public Instruction, and approved by the Governor General in Council, for the better organization and government of Grammar Schools in Upper Canada—including rules as to the qualifications for admission to each Grammar School, the exercises and discipline to be observed, the course of studies to be pursued, and the text-books to be used. These regulations have been very carefully con-

sidered; and they will, I am persuaded, contribute much to the improvement of the Grammar Schools, and greatly facilitate their management on the part of Boards of Trustees and Head Masters.

2. The regulations in regard to the qualifications for admission to the Grammar Schools (1st section, 2nd clause) cannot, of course, apply until the commencement of the next half year—after the summer vacation—when all the pupils attending the Grammar School at that time, or then applying for admission, must be examined according to that regulation, and classified according to the programme.

3. In regard to the Text-books sanctioned for use in the Grammar Schools, three remarks may be made: The first is, that in the English Branches, the National Books, with one or two additions, have been selected and authorised, as they are upon the whole, the best series of English text-books published are in use in the Common Schools, and are easily obtained. The second remark is, that in the Greek and Latin languages, more than one text-book on the same subject has, in some cases, been authorised—especially grammars. The reason is, that each of the books mentioned is used and preferred by a considerable class of teachers; and the first object of the Council of Public Instruction being to secure the use of an uniform series of Text-Books in each Grammar School; and then, after the test of comparison and experiment, (which may be made under the new system,) to secure the use of the same Greek and Latin grammars in all the schools. This is, indeed, effected in part by the regulations requiring Arnold's First Lessons in Latin and Greek alone to be used by the pupils in commencing the study of those languages. My third remark is, that while each Board of Trustees will, of course, determine which of the books authorized (where there is an option) shall be used in their school, some regard should be had to the circumstances of individual parents and pupils, in superseding the use of some books now in use, by the introduction of new ones. In first introducing an uniform series of text-books into the Common Schools, I stated that the authorized books should be introduced as the old and unauthorized books might become worn-out, and as new classes should be formed in each school. I think it best for the Board of Trustees to adopt the same method in introducing an uniform series of text-books into the Grammar Schools. They have authority under the present Grammar School Act and accompanying Regulations, to determine not only which of the text-books authorized shall be used in each school, but also that each pupil shall be provided with such books. I may, however, add, that it is the teacher, rather than the books, that makes the school, whether it be an elementary, or high school, or even college.

4. In respect to the course of studies and the order of subjects prescribed by these Regulations, it is important that the Boards of Trustees and Head Masters should exercise a philosophical as well as parental discretion in recommending or sanctioning the selection and pursuit of *optional* subjects by pupils. In preparing this Programme of Studies, it has been sought to keep the two following educational axioms in view:—First, "That a course of studies should be adapted to exercise and improve the various intellectual powers of children, according to the natural order of their development." Secondly, "That the subjects of study should be so arranged that the knowledge of the first prepares the mind of the pupil for the acquisition of the second, the second for attaining the third, and so on in regard to all the subjects of the course." In the exercise of options



in regard to one or more subjects of study, (as is allowed in the accompanying programme,) Trustees and Head Masters cannot too sedulously exert their influence upon parents and pupils to direct their preferences in harmony with the foregoing axioms, and to that which is most practical and useful in ordinary life.

5. In giving practical effect to the accompanying Regulations and Programme of Studies, I beg to offer for the consideration of the Boards of Trustees and Head Masters, two or three remarks on the objects and methods of teaching, which I think should be insisted upon and pursued in every Grammar School. As the office of the Grammar School is that of a *preparatory* school to the University for one class of pupils, and that of *finishing* school to another and larger class of pupils, *thoroughness* should characterize the teaching of all subjects of the Course of Studies. *Every* pupil should be taught the language of his country,—should be able to read it with accuracy, intelligence and grace—should know the orthography and the meaning of its more difficult, as well as of its more easy words—should understand its grammatical structure, and should learn to use it with skill, and to appreciate its excellencies, by the practice of speaking it accurately in ordinary conversation, by frequent composition in writing, and by the critical reading and analysis of portions of the English Classic Authors, in both Prose and Poetry. The foundation of sound scholarship in *Foreign languages* can only be laid in an accurate knowledge of their grammatical forms and principles, their proper pronunciation, and a clear perception of their differences of structure and idioms from the English and from each other—objects which cannot be accomplished without the practice of oral and written exercises and compositions in the languages taught, as well as of accurate and free translations of their standard authors. In *Mathematics* the pupil should be familiar with the definitions, should perfectly understand the reason, as well as the practice, of each step of the process in the solution of every question, from simpler cases in Arithmetic to the more difficult problems of Algebra and propositions of Geometry. In *teaching all the other subjects* of the course, there should be like accuracy and thoroughness. No pupil should be allowed to advance from one rule or subject to another in any of the branches taught, without a thorough knowledge of that which precedes it. The progress of the pupils should be judged, (and will be judged in practical life,) not by the number of pages of *books* they may have gone through, but by the nature and number of the *subjects* they have mastered; and the thorough teaching and study of a few subjects is better for the purposes of mental discipline, solid learning, and success in life, than the superficial teaching and study of many subjects.

6. The success and efficiency of the Grammar Schools must now chiefly depend upon the manner in which you, gentlemen, discharge your duties in the selection of Masters and Teachers, and in the oversight and provisions for the furnishing and support of the schools. All the Text-books, Maps and Apparatus required, can be procured at the Educational Depository connected with this department, at the cost prices. I had hoped, that before the adjournment of the Legislature in December, a Bill would have been passed amending the "Grammar School Act," so as to facilitate the discharge of their duties by Boards of Trustees, and greatly contribute to the interests of Grammar Schools. I think we may now anticipate the passing of such a Bill in the course of a few weeks, as I believe there is no less ardent desire on the part of the Government and Legislature,

than throughout the country, to do all in their power to promote the success and usefulness of all our Educational institutions.

I have the honor to be,  
Gentlemen,

Your most obedient servant,

EDUCATION OFFICE,  
Toronto, February 17th, 1855.

[OFFICIAL CIRCULAR.]

To Municipal Councils and School Corporations in Upper Canada, who have established Public Libraries.

The undersigned, has great pleasure in stating to all those Municipal Councils and School Corporations in Upper Canada, who have established Public Libraries, [upwards of 200 in number], that he will add *twenty-five per cent.* on the sums heretofore apportioned to them severally for Public Libraries. The apportionment will thus be increased to one hundred per cent. upon all sums of money raised from local sources for the same purpose.

Each Municipal Council and School Corporation concerned can select Books from the Official Catalogue to the amount of twenty-five per cent. upon the sum or sums already contributed by them, and forward their orders to this department; and the books will be packed up and forwarded as fast as the work can be performed. In case any particular book or books requested may not be on hand, or cannot be procured, corresponding books will, as far as possible, be selected from the catalogue and forwarded; and, when desired, the selections of any part, or of the whole of the books to the amount apportioned, will be made by this department.

In each case, please state the person to whom, and conveyance by which, it is desired that the books shall be sent.

E. RYERSON.

EDUCATION OFFICE,  
Toronto, February 1st, 1855.

PUBLIC LIBRARY NOTICE.

To Municipal Councils and School Corporations in Upper Canada.

Until further notice, the undersigned will apportion *one hundred per cent.* upon all sums which shall be raised from local sources by Municipal Councils and School Corporations for the establishment or increase of Public Libraries in Upper Canada under the regulations provided according to law.

E. RYERSON.

EDUCATION OFFICE,  
Toronto, February 1st, 1855.

NORMAL SCHOOL TEACHERS.

THE present Session of the NORMAL SCHOOL for Upper Canada will CLOSE on the 15th of April next. Trustees and others in their applications to this Department for TEACHERS, will state distinctly the Class of Teacher, Male or Female, which they may require, whether 1st or 2nd (no 3rd Class Certificates are issued); and the amount of Salary which they may be able to offer. Applications should be sent in not later than the first week in April.

N.B.—The next Session of the NORMAL SCHOOL will commence on the 15th of May, and end on the 15th of October, 1855.  
Education Office, Toronto, February, 1855.

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All communications to be addressed to Mr. J. GEORGE HODGINS,  
Education Office, Toronto.  
TORONTO: Printed by LOVELL & GIBSON, Corner of Yonge and Melinda Streets.