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To the Trustees of _____

School Section, No. _____

in the Township of _____

JOURNAL OF

Upper



EDUCATION,

Canada.

VOL. X.

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No. 4.

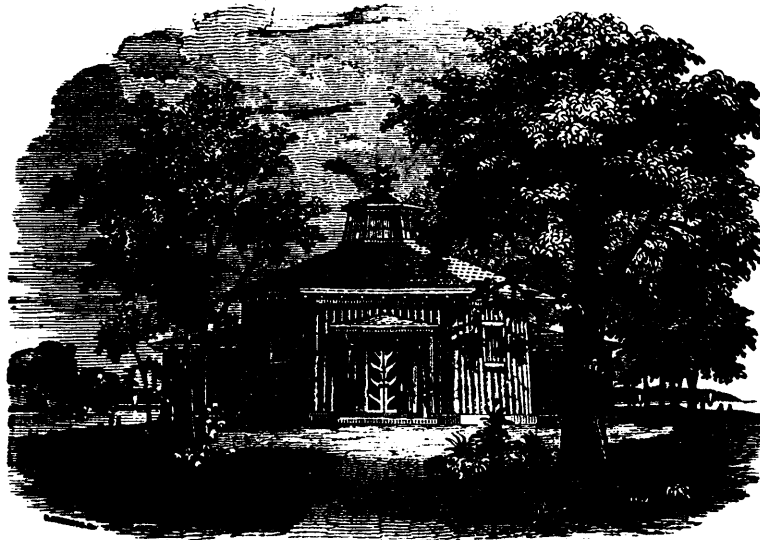
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SCHOOL ARCHITECTURE.—(Continued.)

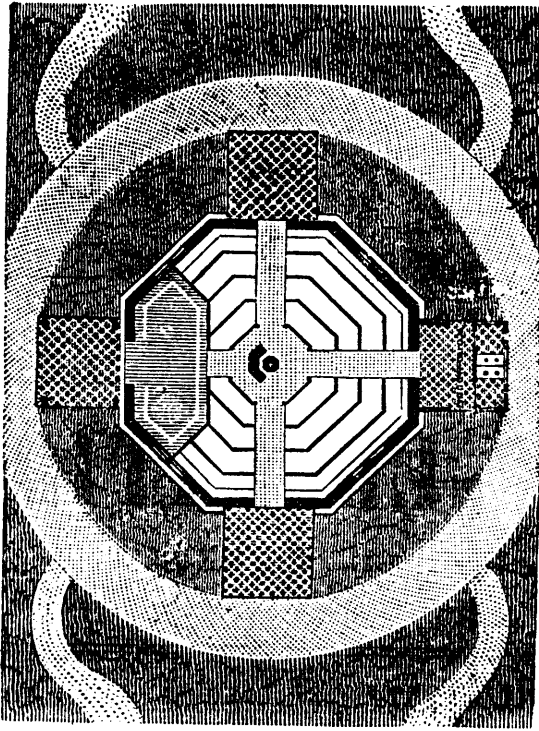
The above is a plan of a very beautiful rustic school-house and grounds. This design for a school-house intends to exhibit a model of fitness and close economy. The principles of fitness are, 1. Ample dimensions, with very nearly the least possible length of wall for its inclosure, the roof being constructed without the beams, the upper and lower ends of the rafters being held by the wall plates and frame at the foot of the lantern. The ceiling may shew the timber work of the roof, or it may be plastered. 2. Light, a uniform temperature, and a free ventilation, secured by a lantern light, thus avoiding lateral windows (except for air in summer,) and gaining wall-room for blackboards, maps, models, and illustrations. Side windows are shown in the view, and may



PLAN NO. 4.—PERSPECTIVE AND GROUNDS OF AN OCTAGONAL SCHOOL-HOUSE.—FIG. [1.]

be made an addition by those who doubt the efficiency of the lantern light. (The lantern is not only best for light, but is essential for a free ventilation.) With such a light, admitted equally to all the desks, there will be no inconvenience from shadows. The attention of the scholars will not be distracted by occurrences or objects out of doors. there will be less expense for broken glass, as the sashes will be

removed from ordinary accidents. The room, according to this plan, is heated by a fire in the centre, either in a stove or grate, with a pipe going directly through the roof of the lantern, and finishing outside in a sheet-iron vase, or other appropriate cap. The pipe can be tastefully fashioned, with a hot-air chamber near the floor, so as to afford a large radiating surface before the heat is allowed to escape. This will secure a uniform temperature in every part of the room, at the same time that the inconvenience from a pipe passing directly over the heads of children, is avoided. The octagonal shape will admit of any number of seats and desks, (according to the size of the room,) arranged parallel with the sashes. The master's seat may be in the centre of the room,) and the seats be so constructed that the scholars may sit with their backs to the centre, by which their attention will not be diverted by facing other scholars on the opposite side, and yet so that at times they may always face the master, and the whole school be formed into one class. The lobby next to the front door (see figure 2) is made large, (8 by 20) so that it may serve for a recitation room.



PLAN NO. 4.—GROUND PLAN OF AN OCTAGON SCHOOL-HOUSE.—FIG. II.

This lobby is to finish eight feet high, the inside wall to show like a screen, and rising to the roof, and the space above be open to the school-room, and used to put away or station school apparatus. This screen-like wall may be hung with hats and clothes, or the triangular space next the window may be inclosed for this purpose. The face of the octagon opposite to the porch, has a wood-house attached to it, serving as a sheltered way to a double privy beyond. This wood-house is open on two sides, to admit of a cross draught of air, preventing the possibility of a nuisance. Other wing-rooms may be attached to the remaining sides of the octagon, if additional inconveniences for closets, library, or recitation rooms be desired.

The mode here suggested of a lantern in the centre of the roof for lighting all common school-houses, is so great a change from common usage in our country, that it requires full and clear explanations for its execution, and plain and satisfactory reasons for its general adoption, and of its great excellence in preference to the common mode. They are as follows, viz.:

1. A skylight is well known to be far better and stronger than light from the sides of the building in cloudy weather, and in morning and evening. The difference is of the greatest importance. In short days (the most used for schools) it is still more so.

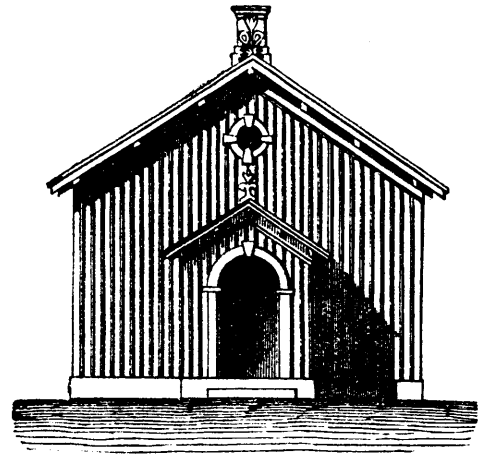
2. The light is far better for all kinds of study than side light, from its quiet uniformity and equal distribution.

3. For smaller houses the lantern may be square, a simple form easily constructed. The sides, whether square or octagonal, should incline like the drawing, but not so much as to allow water condensed on its inside to drop off, but run down on the inside to the bottom, which should be so formed as to conduct it out by a small aperture at each bottom pane of glass.

4. The glass required to light a school-room equally well with side lights would be double what would be required here, and the lanterns would be secure from common accidents, by which a great part of the glass is every year broken.

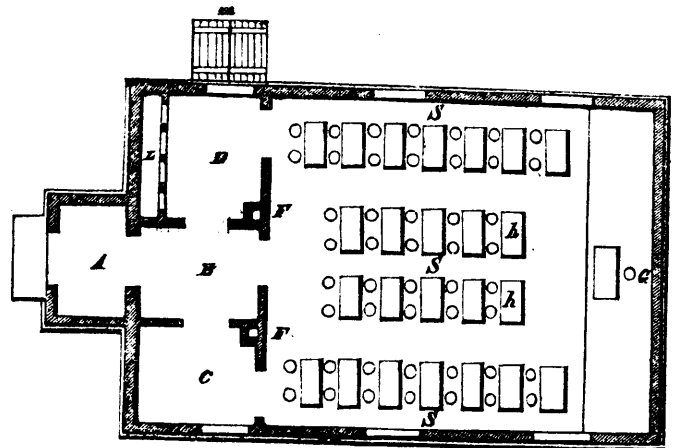
5. The strong propensity which scholars have to look out by a side window would be mostly prevented, as the shutters to side apertures would only be opened when the warm weather would require it for air, but never in cool weather, and therefore no glass would be used. The shutters being made very tight, by calking in winter, would make the school-room much warmer than has been common; and being so well ventilated, and so high in the centre, it would be more healthy.

6. The stove, furnace, or open grate, being in the centre of the room, has great advantages, from diffusing the heat to all parts, and equally to all the scholars: it also admits the pipe to go perpendicularly up, without any inconvenience, and it greatly facilitates the ventilation, and the retention or escape of heat, by means of the sliding cap above.



PLAN NO. 5.—END ELEVATION OF HALL END SCHOOL HOUSE—FIG. I.

The size of this building is twenty-three by thirty-four feet, one story high, thirteen feet in the clear, and pitch of roof nine feet. The interior arrangements resemble many of the others, but in this an outside lobby is made at the entrance, which gives an additional room appropriated for library and recitation.



PLAN NO. 5.—FIRST FLOOR—FIG. II.

- | | |
|--|--|
| A. Lobby or outside porch, 5 by 6 feet. | G. Teacher's desk on a platform, 4 by 22 feet. |
| B. Entrance, 8 by 8 feet. | hh. Seats for two pupils. |
| C. Girls' bonnet room, 6 by 8 feet. | L. Library. |
| D. Boys' cap room, 6 by 8 feet. | m. Entrance to the cellar. |
| FF. One a smoke flue, the other a ventilator brought together in the loft and topped out together. | S. Passages or aisles. |

In framing this building, it will be done so that the weather-boarding can be put on vertically. The rafters will be twenty inches between centres, with a collar beam of one and a half inch plank, well spiked across each, and the heel of the rafter notched out to rest upon the plate; the front part projecting and forming the support to the eave, and that portion of the rafter will be planed, as will also the projecting pieces supporting the roof at the gables. The weather-boarding will be planed, and beveled, and strips three inches wide firmly nailed over the joints.

The carpenter work, including blackboard, will be the same as others, excepting where the change in the plan makes it necessary; and the materials also of the best quality. The masonry will also be as the first, with the same arrangement of cellar windows and cellar entrance; the plastering also in like manner; the painting also the same, with glass of the same size and number in each frame. A well and privy, also fencing, and all complete to the satisfaction of the committee.

ESTIMATE.

A building after this plan would cost four hundred and eighty dollars without a cellar; with one, according to the specification, six hundred dollars.

This engraving presents a view of a Rhode Island village school-house. It is situated in a beautiful grove, on a little knoll which admits of a basement room in the rear, originally designed for a library and reading-room for the village, but now occupied by a primary school. It is built of stone in a style very common in structures of this kind in England. The main room, which is intended for a school room, although for the present used for lectures and religious exercises, is very appropriately finished—the walls being made to represent stone work of a very subdued neutral tint, and the ceiling, supported by wooden tracery, is finished partially in the roof, leaving the necessary open space above to protect the room from the effects of excessive heat and cold. The ceiling, wainscoting, seats, desks and doors, are grained in imita-



PLAN NO. 6.—END AND SIDE PERSPECTIVE OF A PRIMARY AND SECONDARY, OR BOYS AND GIRLS' SCHOOL, WITH GROUNDS, ETC.—FIG. I.

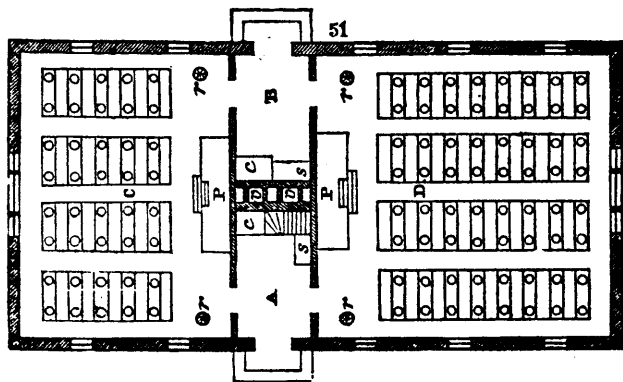
tion of oak. It is thoroughly ventilated, and warmed by air heated in a chamber below.

In this very pleasing specimen of the Elizabethan style, and other varieties not commonly introduced into structures of this kind, it is a pleasing variety in the style of architecture which characterizes the village and country school houses of Canada.

In many neighbourhoods it is a matter of economy to build of stone, and where this is the case, the style of architecture should be adapted to the material.

The style and arrangement of the seats and desks is indicated in the illustrations given at the end. The end pieces are of cast iron, and so shaped as to facilitate the sweeping of the room, and the pupils getting in and out of their seats, and at the same time are firmly attached to the floor by screws. This building is 30 feet by 20 feet.

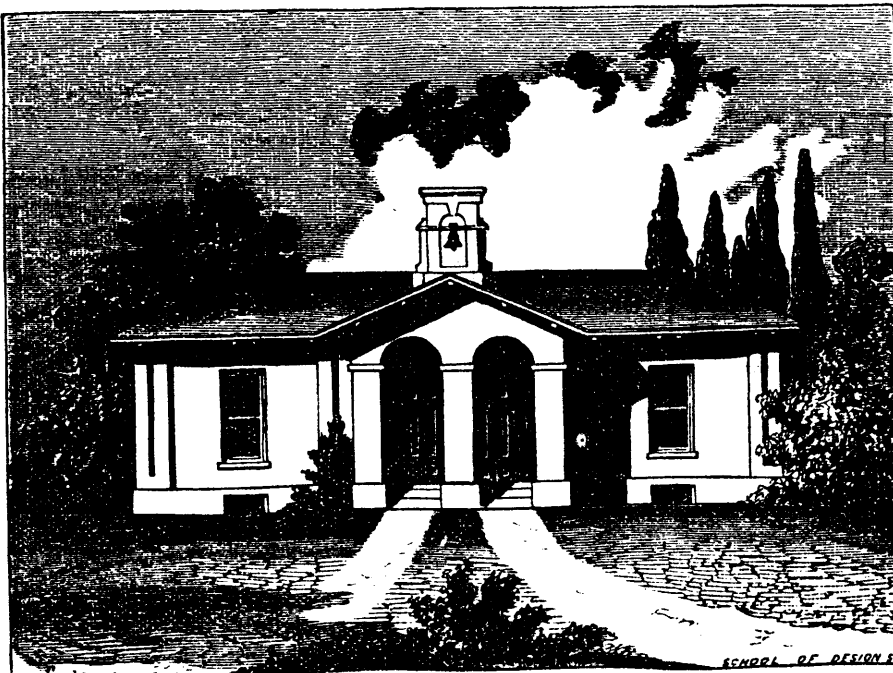
of their seats, and at the same time are firmly attached to the floor by screws. This building is 30 feet by 20 feet.



PLAN NO. 6.—GROUND FLOOR OF A PRIMARY AND SECONDARY, OR BOYS AND GIRLS' SCHOOL-HOUSE.—FIG. II.

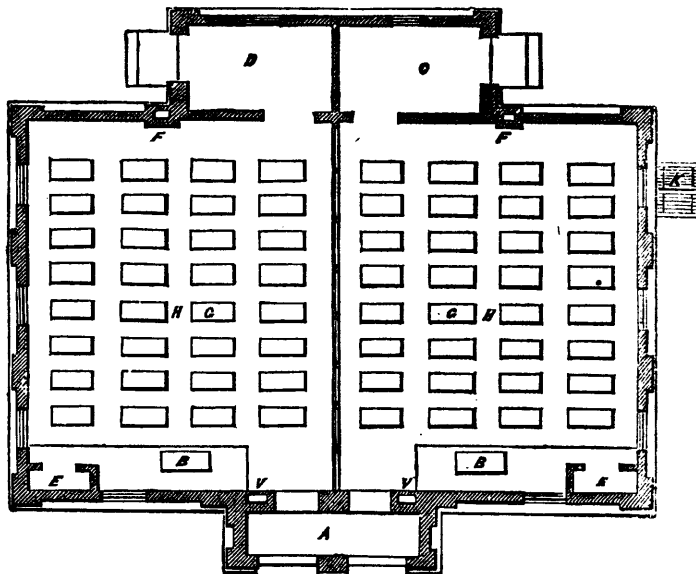
The accompanying Fig. 2 exhibits the Ground Plan of the foregoing school-house, and is designed to afford accommodation for a Primary and Secondary department in the building. C. is the Primary, and D the Secondary, or Grammar School department. The room C is 25 feet wide by 22 feet long, with desks and seats attached for 60 pupils. The room D is 25 feet wide by 30 feet long, with desks and seats attached for 70 pupils. The building may, if desired, be used as a boys' and girls' school. A is the boys' entry, and is 6 feet wide by 10 feet long. B is the girls' entry, and is of the same dimensions as that for the boys. P, in either room, is the Teacher's Desk and Platform. The seats for the younger pupils are placed immediately in front of the Teacher's desks and are slightly lower in their elevation above the floor, than those in the rear of the School-room. See illustrations in Part V., at the end.

This is the most complete as well as the most useful, of the buildings of its class. The double entrances to each room—one in front and one in rear—will be found very convenient. "If the apartments designated as "boys'" and "girls'" clothes' rooms on the ground plan, be used for recitation purposes, their entire privacy may be effected by using the front entrances for ordinary purposes, during School hours. There is also, here, a long platform, which, if placed on the opposite side of the room where there are no windows, will both give greater black-board space and afford a safer and more pleasant light to the pupils' eyes, without any increase of cost. him-self, and also hold his pupils responsible for the propriety of their behaviour on the way to and from school, he will soon find that their promptness and regularity will increase.



PLAN NO. 7.—FRONT PERSPECTIVE, ETC., OF A BOYS AND GIRLS' SCHOOL.—FIG. I.

The bell is an indispensable requisite to the School, and with its neat belfry, forms quite an ornament to this building. It should always be rung a reasonable time before the commencement of the exercises, to enable pupils by increased speed, to be in their seats in due time; and the ringing of it, at the close of the fore and afternoon session, will enable parents within its sound, to know whether that loitering on the way home, which should not be permitted, has been practised. It need scarcely be stated, that it is the Teacher's duty to be on the ground some time before the usual exercises commence, and to be the last person on it after they close. If he practice this duty rigidly

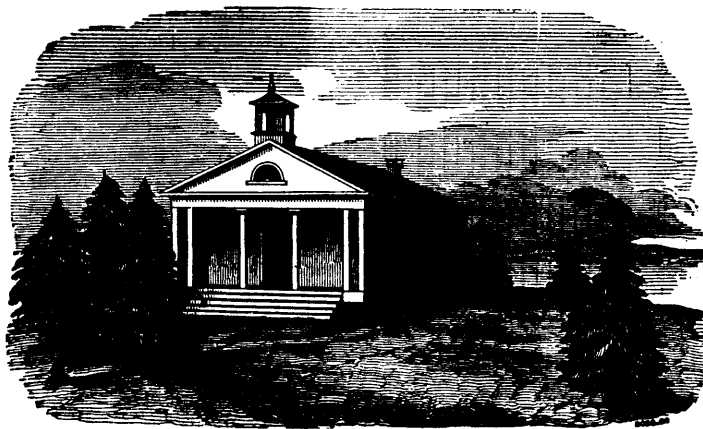


PLAN NO. 7.—GROUND FLOOR.—FIG. II.

- A. Outside porch and entrance for Teachers, 4 feet by 8 feet in the clear.
- BB. Teachers' desks; platforms 4 feet by 18 feet, 8 inch rise.
- c. Boys' entrance and clothes' room, 8 feet by 12 feet.
- D. Girls' entrance and clothes room, 8 feet by 12 feet.
- EE. Closets for books, &c.
- FF. Gas flues.
- GG. Seats for two Pupils each.
- H. Passages two feet wide.
- K. Entrance to the cellar.
- VV. Ventilating flues.

This building in the plan is agreeably situated, and the grounds are secluded and well planted. The building stands back from the highway and is thus free from noise and dust.

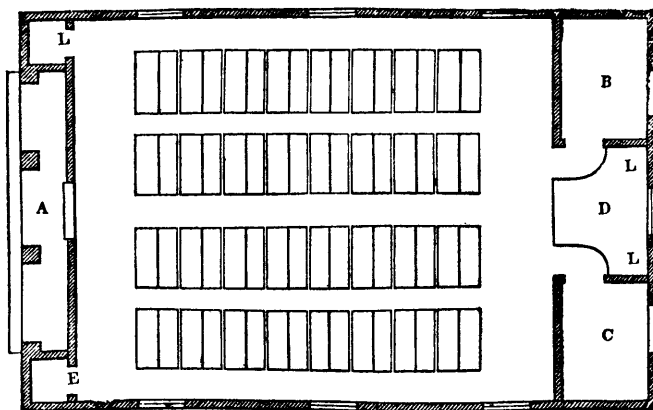
The building is 40 feet long by 25 wide, and 12 feet high in the clear.



PLAN NO. 6.—FRONT PERSPECTIVE, WITH GROUNDS, &C.—FIG. I.

The school room is calculated to accommodate 64 pupils, with seats and desks each for two pupils, and arranged as in figure 2.

The yards and entrance for the boys and girls are entirely separate, and each is appropriately fitted up with scraper, mats, broom, water-pails, sink, hooks and shelves.



PLAN 8.—GROUND FLOOR.—FIG. II.

- A. Front Entrance.
- B. Girls' entrance and lobby, fitted up with mats, scrapers, hooks and shelves.
- C. Boys' entrance, &c.
- D. Teacher's platform.
- L. Cases for library.
- E. Closets for apparatus, &c.

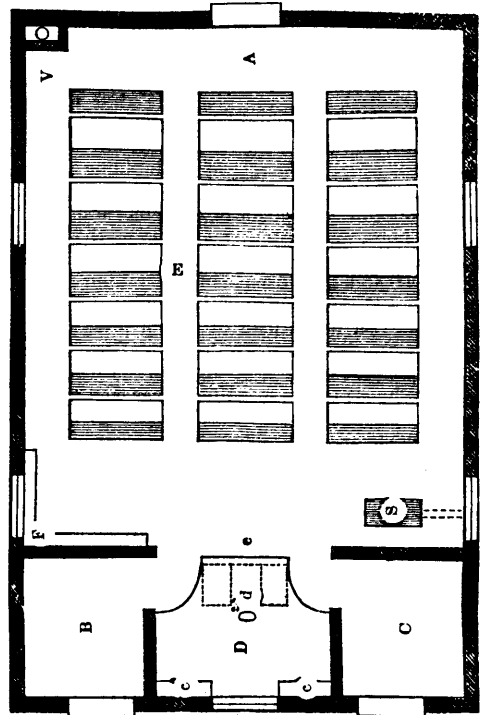
The design is in the pointed style of architecture. Any rectangular plan will suit it; and the principles of light and ventilation may be fully carried out in this as in other plans. The principal light is from one large mullioned window in the rear end. The side openings are for air in summer, not glazed, but closed with light shutters. The ventilator, as shown on the ridge of the roof of the building, may be of any required size, say 2 ft. wide and 12 in. high, sliding

up and down between the stove pipe and the outward case, forming a cap to exclude water. This cap may be pushed up or let down by a rod affixed to the under edge, and lying against the smoke pipe. Height may be gained in the roof by framing with collar beams set up 4 or 5 feet above the eaves. The sides, if not of brick or stone, may be boarded vertically, as seen in the engraving.



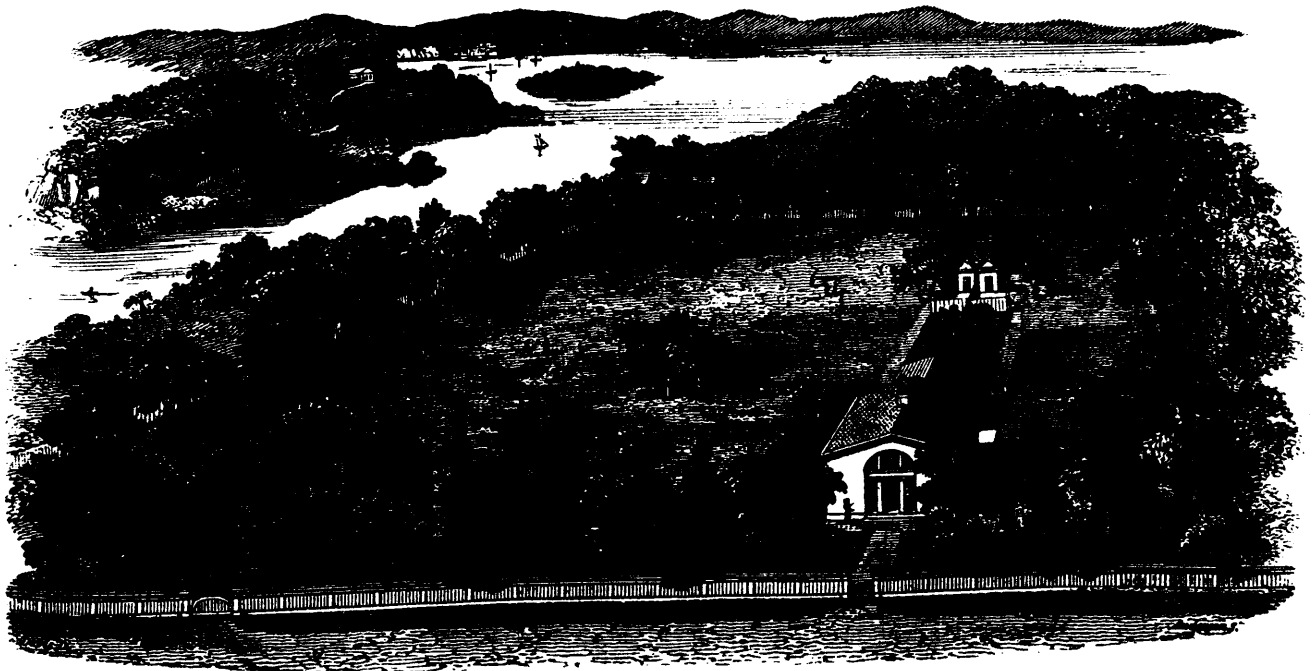
PLAN NO. 9.—END AND SIDE PERSPECTIVE, WITH GROUND, ETC.—FIG. I.

- | | |
|--|---|
| <p>A. Front entrance.
 B. Girls' entrance and lobby.
 C. Boys' do. do.
 D. Teachers' Platform.
 E. Seat and desk for the pupils.
 S. Ventilating school stove.
 V. Flue for ventilation.</p> | <p>F. Seats for classes at recitation.
 d. Teacher's desk.
 e. Library of reference in front of teacher's desk.
 c. Closets for school library and apparatus.
 f. Fence dividing back yard.</p> |
|--|---|



PLAN NO. 9.—GROUND FLOOR.—FIG. II.

PART III.—SCHOOL SITES, TREES, SHRUBBERIES, &c.



PLAN No. 1.—PERSPECTIVE VIEW OF SCHOOL-HOUSE, OUTBUILDINGS, AND GROUNDS.—(Adapted to Plan No. 1, on page 38.)

In the February number of this *Journal* we introduced some remarks on the proper sites of school-houses, and the various kinds of flowers, shrubs, and trees with which the school-grounds ought to be ornamented, and which can easily be procured in this country—they being indigenous to our soil and climate.

The above perspective of school-house, out-buildings and grounds furnishes another and a beautiful illustration of what we would recommend on this subject. The size of school lots must, in some measure, be determined by the facility with which land in desirable situations can be obtained. In country places, and in many towns and villages, school lots of at least half or quarter of an acre each, can be easily procured. But in all cases, whether the grounds be large or small, they ought to be laid out and prepared with a view to

both convenience and taste. Every thing around, as well as within a school-house should be attractive to the eye and improving to the taste of the pupils. It is in connexion with the school-house that they receive many of their earliest and most durable impressions. Those impressions should be on the side of neatness, virtue and cheerfulness. This is not likely to be the case where the site of the school-house is in a noisy, dirty thoroughfare of the city, or in a low, damp, or bleak, unsheltered place in the country; nor if all attraction to comfort and decency be neglected in the internal furniture and out door arrangements of the house itself. How different will be the associations, impressions, and feelings of a pupil where the house and grounds are provided as represented in the above engraving, from those of a pupil attending school where the house is dirty and com-

fortless, where the play grounds are the high-way or the street, and where indecencies are almost imposed as a necessity from the absence of the requisite provisions against them.

In the above engraving, it will be observed that the situation is represented as retired, dry, and pleasant; that the ground is made smooth, and sown with grass, planted with shady trees, tastefully arranged in groups, and round the sides, and protected by a neat and substantial inclosure. In the rear of the building the yard is divided by a high and close fence; each portion appropriately fitted up and provided with suitable conveniences,—the one assigned for the exclusive use of the boys, and the other for that of the girls. The entire premises exhibit an aspect of seclusion, neatness, order, propriety and cheerfulness, and the absence of everything calculated to defile the mind, or wound the most sensitive modesty.

We present next a block plan of school premises. In respect to one part of it we remark, that we think the fence or partition which separates the one part of the grounds from the other, ought to extend from the school-house to the wood-house, as well as from the latter to the rear of the premises.

POSITION.—It is very desirable that the front of the school-house be towards the south; that the north end be occupied by the master's desk; that this end may or may not be a dead wall; that the desks be so placed that pupils, as they sit at them, will look towards the north. Some of the advantages of this arrangement are, that the pupils will obtain more correct ideas upon the elements of geography, as all maps suppose the reader to be looking northward; that the north wall, when having no windows, will exclude the severest cold of winter; that the pupils will look towards a dead wall, and thus avoid the great evil of facing a glare of light—or, if a window or two be allowed in the north wall, the light coming from that quarter is less vivid, and therefore less dangerous, than that which comes from any other; lastly, that the door being in the south end, will open towards the winds which prevail in summer, and from the cold winds of winter. If from necessity, the house must front northward, the master's desk should be still in the north end of the room, and the pupils, when seated, look in that direction. (See plan on page 36.)

SIZE.—In cities and towns, it is generally impossible to obtain School grounds of proper size, in convenient localities, without great expense, and their dimensions must therefore depend on circumstances. It might be remarked, however, that it would be better for pupils to walk a considerable distance, than that the limits of their play-ground should be so narrow as not to admit free exercise for the whole school.

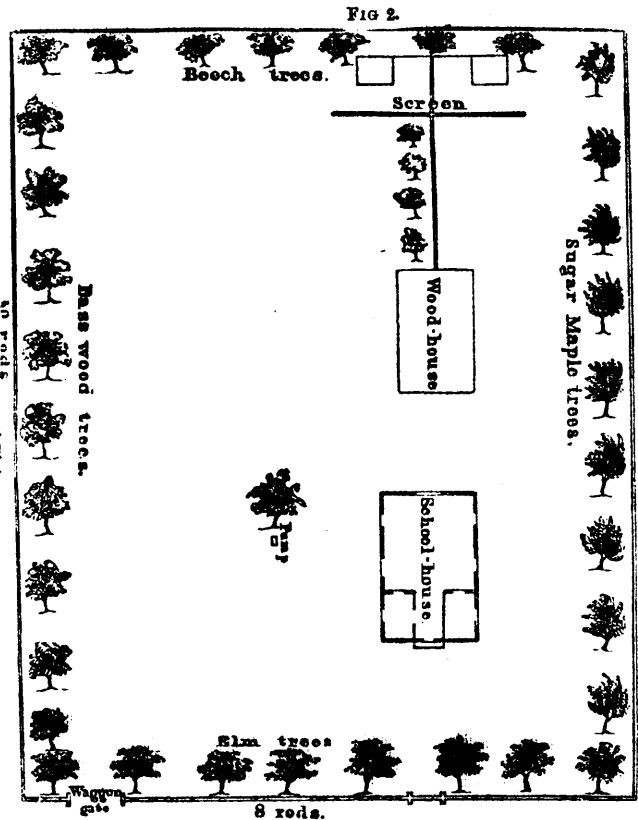
ACCESSIBILITY.—A central site, even considered in reference to population, should be, to some extent, controlled by accessibility. Some pupils may reside at a short distance in a straight line, from a proposed site, yet an intervening stream or mountain may render miles of travel necessary to reach it. Some, on the other hand, may live twice as far off, yet, having none of these impediments to contend with, may reach the school with less actual walking than the former. The apparent distance of each class in a straight line from the school, is therefore not always to be regarded, but the actual distance to be travelled, taking into account the natural and unavoidable barriers in the way. Impediments of this kind ought always to be taken into view, in the first sub-division of a school section; and, if possible, they should be made the boundaries between schools. But where this is impracticable, they must be taken into full account in the location of the house. Where the territory attached to a school is traversed by a large stream or mountain, if there be a bridge over the one or a gap in the other, the vicinity of either will be, in point of mere accessibility, a fit location for the school. Territory level in its surface and undivided by considerable streams, is generally traversed in opposite directions by a system of public roads. If due and prudent advantage be taken of these, the accessibility of the site may be greatly promoted. On the whole, a central position, like accessibility, consists in promoting the convenience of the greatest possible number of pupils.

Wherever land can be had at reasonable rates, half an acre is the least amount that would well subserve the purposes of an ordinary school, and an acre would be none too much.

SKETCH OF GROUNDS, ETC.—The following plans represent, each, the first named quantity; but their application to a full acre will be a matter of no difficulty, and the addition will be greatly promotive of all the effects intended to be produced.

A different use, however, may ultimately be made of the other half acre that prudent foresight may add to the School grounds, and which will perhaps be the best that could possibly be made of it. Teaching has now assumed the rank of a profession. To retain it such, it must have its known permanent locality. The Clergyman resides near the church. The Lawyer has his office and his residence near the law courts. The Physician places himself in the town, or other densest portion of the population to be benefitted by his skill. This is also the law of other avocations, whether mechani-

cal or commercial. Each is found to have its appropriate locality. The same law will undoubtedly govern the profession of teaching, when it shall be more fully developed and shall have occupied its proper place, as well as its true rank, in the land; and therefore, the Board of Trustees who shall earliest provide a residence for the Teacher, will be found most surely and most fully to have promoted permanency in the improvement of their schools.



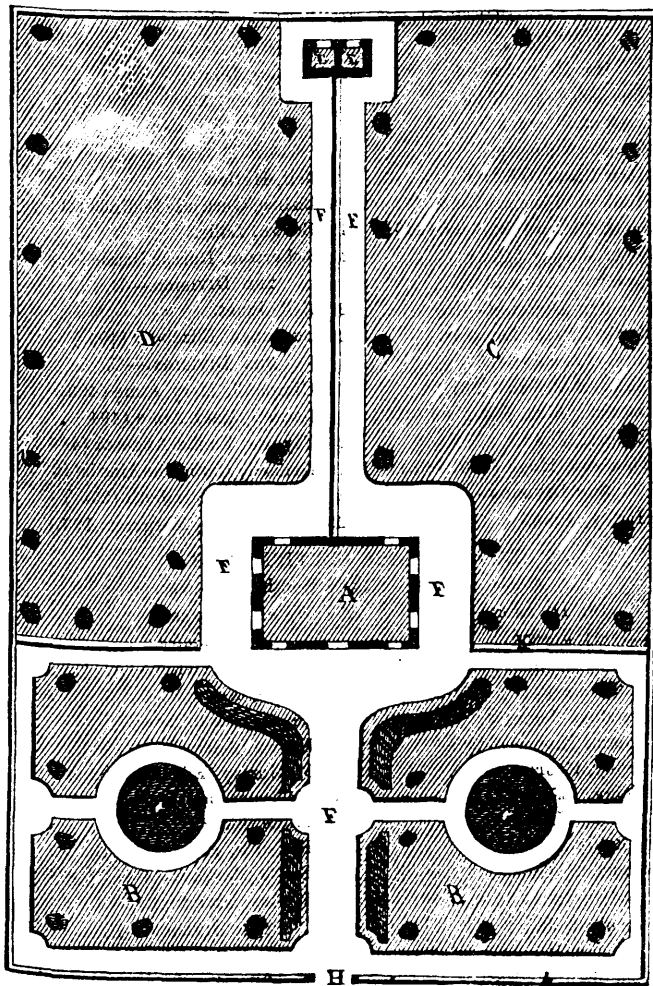
Plan of Grounds, &c

TEACHER'S HOUSE.

The erection of a Teacher's house, on a portion of ground sufficiently large for a garden and the other purposes of a family, will be found economical as well as beneficial in many particulars. A fair estimate of the rent of the premises will reduce, to that extent annually, the compensation to be paid for his services. His vicinity to the school-house will enable him to guard it and the grounds from injury, when the School is not in session. His supervision over the play and out door conduct of the pupils will be greatly increased for good. Those frequent changes of Teachers, which now so much retard the progress of scholars, will be materially lessened in number. The standing and influence of the Teacher will be promoted, by placing him in and before the community, as a resident official member of it, laboring for its benefit in the most important department of its interests. In short, from whatever point it may be contemplated, the Teacher's house assumes an importance, in the building up of the Common School system, only secondary to that of the school-house.

It is not of course, intended to intimate, that this addition to the necessary agencies of the system should at once be made, nor even that the means of any section should be over-strained to promote it. But it is very certain, that the prudent forecast which shall now provide for its ultimate accomplishment, will be most abundantly justified and rewarded in the end.

SHAPE.—The most dry and beautiful grounds are those which slope



A. School-house.
 BB. Yard for shrubbery and flowers.
 C. Boys' play-ground.
 D. Girls' play-ground.
 EE. Privies.
 FF. Walks.
 GG. Flower plats.
 H. Gate.
 L. Outside fences.
 K. Dividing fences.

The artist in this plan has omitted to represent the extension of the dividing fence in the rear of the privy. Without this the design is incomplete.
 This plan is intended to represent grounds of half an acre; in parallelograms of one-third greater in length than in breadth.

centre of the fence at the back end of the grounds. Walks might also extend on a line with the front of the house to both sides. The two spaces thus cut off, should be private, in mixed Schools, one for each sex; and the large space in front be enjoyed by both in common. The former might be laid out in grass-plots with shrubbery and beds for flowers, and the latter, especially in towns and cities, should be paved with brick. Brick will be more costly than sand or gravel, but answer a better purpose. The hardened soil would answer well except in damp or wet weather. There should be shade trees in all parts of the grounds, but special care should be taken in this respect with the private spaces previously described. In grounds like these, pupils desiring to read or study could do so without interruption, amidst the shrubbery and shade of those portions appropriated to this object; and others, wishing to watch the sportive game or enlist among the players, could enjoy that opportunity, unmolested and unmolested.

The first of these plans is arranged with the flower garden in the front of the building, and the play-ground in the rear of it; the second differs from the first by having the lot lengthwise to the road or street. Either plan can be selected according to the taste of the Trustees and others interested, and can be modified to suit the size, shape and slope of the grounds.

The School-houses in the plans have been drawn with their longest side towards the front. This is not advisable. The school-houses should front towards the south. In that case, if the narrowest side or end be placed towards the front, and occupied by entries and clothes-rooms, no light will be admitted into the School-room from the south; and if the opposite end be occupied by platform and black-board, the light will all enter from the east and west. By this arrangement, also, the Teacher will have all the pupils before him.

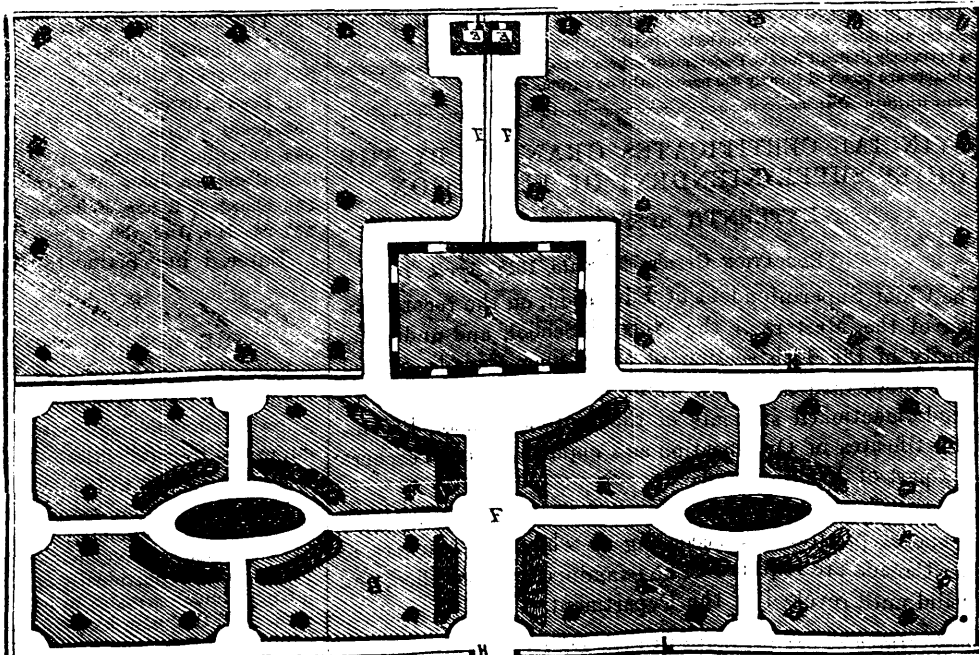
THE ENCLOSURE.—The enclosure should combine the qualities of neatness and substantiality. A wall has been recommended by some, and it would undoubtedly possess the latter quality. It could not be easily broken down; and, if sufficiently high, would enable the children, when at play, to conduct their sports unobserved; but school grounds thus enclosed have too much the appearance of those belonging to a prison. They have a heaviness and gloom about them, which are neither pleasant to the feelings nor congenial to the taste. Cast iron paling, now furnished in such a variety of patterns, it is presumed, would cost less, be equally substantial, and certainly, much more beautiful. A neat pale or board fence, strongly made, with posts sunk deeply into the ground, would however, be cheaper than either, and might be so constructed as to be an ornament to the grounds. The paling should be close and firmly morticed to the rails. The fence should be six feet high, and by all means painted white, or at least white-washed. If the entrance to the yard be through a gate, it should be hung with weights so as to close of itself when left open; but some grounds are entered by short flights of steps, or a stile, which ascend to a landing nearly on a level with the top of the fence, and descend in the same manner on the other side.

SHADE TREES, SHRUBBERY AND FLOWERS.—School-grounds should be plentifully supplied with shade trees. If otherwise suitable, in locat-

towards the south or from the front of the School-house, which should always have its front in that direction. The inclination should be gentle, though perhaps for purposes of play, level grounds would be the most suitable. They should never slope in the opposite direction, if it can be avoided, as a northern exposure is more cold.

The shape should if possible be rectangular, the length extending north and south, and bearing the proportion to the breadth of about three to two. A School lot containing six thousand square feet, might be one hundred feet long and sixty feet wide; one containing half an acre, one hundred and eighty feet by one hundred and twenty-one; and one containing an acre, two hundred and forty-two by one hundred and eighty feet.

As the front of the grounds will probably border on a highway or street, it will be better, in order to escape noise and secure uninterrupted attention to study, to place the School-house in the back part of the grounds, on a line extending lengthwise through the centre of them. A planked walk should extend from the gate-way to the house, terminating at the boarded portico immediately in front of it. A close and high board fence should extend from behind the house to the



A. School-house.
 BB. Grass and flower-beds.
 C. Boys' play-ground.
 D. Girls' play-ground.
 EE. Privies.
 FF. Walks.
 GG. Flower plats.
 H. Gate.
 II. Outside fences.
 K. Dividing fences.

ing a school-house, a spot should be chosen upon which some large forest trees are already standing, or the border of a wood might be selected which could be easily thinned out. Generations must live and die before trees newly planted will assume that stateliness and beauty possessed by our ancient forest trees. Who can gaze upon the noble trunk, the wide spreading branches, and the deep, dense foliage of an old oak, and not admire its beauty and court its shade? If possible, some such should be embraced in every school yard.

But if the grounds are to be planted with shade trees, and it be desirable to select such as are of rapid growth, the maple, locust and poplar, are perhaps the best; with less rapidity of growth, but of equal beauty, the oak, sycamore, ash and beech might be chosen; and of evergreens, it is scarcely necessary to name the pine, cedar and hemlock. It will be observed that all those named are indigenous to our Canadian forests, and if the school-grounds were sufficiently large, they might be planted with a variety of all our most conspicuous and useful trees; that while enjoying their shade, the inquiring pupil might learn their names, classes and uses. The same principle should be applied in selecting shrubby and flowers; and while their cultivation would refine their taste, the pupils might learn useful practical lessons in the study of botany. Though Canadian trees and Canadian flowers should be preferred, on account of their real merit and the facility with which they can be obtained, no unjust discrimination should prohibit those which are exotic; but these are so numerous and possess so many varied attractions, that the whole subject is left to the taste of intelligent Trustees and Teachers. All persons feel most interested in what they have themselves planned and executed; and after these general remarks, it is thought best, for this reason, to leave in the same hands, also, the details of shaping flower beds and arranging shrubbery. The only additional remark which it is thought necessary to make, is that no fruit or nut trees of any kind should be admitted in the grounds; first, because the fruit would be seldom suffered to ripen, and green fruit, if eaten, is injurious to health; and second, because the trees would be broken and destroyed in efforts to obtain the fruit.

(To be continued.)

JOURNAL OF EDUCATION,

Upper  Canada.

TORONTO: APRIL, 1857.

. Parties in correspondence with the Educational Department will please quote the number and date of any previous letters to which they may have occasion to refer as it is extremely difficult for the Department to keep trace of isolated cases, where so many letters are received (nearly 600 per month) on various subjects.

PROVINCIAL CERTIFICATES GRANTED BY THE CHIEF SUPERINTENDENT OF EDUCATION.

SEVENTEENTH SESSION, 1856-7.

EDUCATION OFFICE, Toronto, 15th April, 1857.

The Chief Superintendent of Education, on the recommendation of the Masters of the Normal School, and under the authority of the 44th section of the Upper Canada School Act of 1850, 13th and 14th Vict., chap. 48, has granted to the undermentioned students of the Normal School, Provincial Certificates of Qualification as Common School Teachers in any part of Upper Canada.

The certificates are divided into classes, in accordance with the general programme, according to which all teachers in Upper Canada are required to be examined and classified, and are valid until revoked by the Department.

[The Certificates are arranged in each Division in alphabetical order.]

FIRST CLASS CERTIFICATES.

- Males.*
- 1st DIVISION.—A.
- 499 Brebner, John (454.)
500 Chesnut, Thomas George.
501 Kilpatrick, George.
502 Macwilliam, William.
503 Plunkett, Thomas (284.)
504 Scott, Richard William (246.)
505 Soper, Jasper (469.)
506 Strachan, Alexander.
- 2ND DIVISION.—B.
- 507 Bowles, Peter Langlois.
508 Dewar, Archibald.
509 Mc Kerchar, Colin (281.)
510 Osborne, Alex. Campbell (380.)
511 Rodgers, John.
512 Thomson, Hugh (390, 460.)
- 3rd DIVISION.—C.
- 513 Harley, John.
- Females.*
- 1st DIVISION.—A.
- 514 Johnston, Hugh.
515 Mishaw, Daniel.
516 Thompson, Alexander (338.)
- 517 Bell, Hellen.
518 Bisbee, Gertrude Melinda (485.)
519 Brown, Lillis.
520 Robertson, Dorcas Damie (483.)
- 2ND DIVISION.—B.
- 521 Bell, Janet.
522 Buehanan, Elizabeth (405.)
- 3rd DIVISION.—C.
- 523 Churchill, Mary Anne (493.)
524 Dadson, Mary Anne (494.)
525 Fayette, Emilie Augusta (486.)
526 Kennedy, Catharine Ainslie (407.)
527 McDonald, Elizabeth (255.)
528 McNaughton, Margaret 193.)

SECOND CLASS CERTIFICATES.

- Males.*
- 1st DIVISION.—A.
- 529 Calvert, Joseph.
530 Demill, Ervin.
531 Duff, James.
532 Fleming, James.
533 Hamm, Thomas Edwin.
534 Irving, George.
535 Moore, Richard.
536 Nichol, William.
537 O'Reilly, Robert.
538 Shurtleff, George.
539 Tisdell, John Cassie.
540 Turnbull, John.
- 2ND DIVISION.—B.
- 541 Campbell, Neil.
542 Clifton, Henry S.
543 Doan, George Henry.
544 Hagertie, James.
545 Kniseley, Owen Fares.
546 McCammon, James.
547 Preston, James.
548 Sarvis, George Chowan.
549 Thompson, George Washington.
550 Yeomans, Silas Parker.
- 3rd DIVISION.—C.
- 551 Brookfield, Jacob.
552 Foster, Ralph.
553 Jones, Jonas.
554 Laughlin, William.
555 Robertson, John.
556 Shurtleff, Robert Fulton.
557 Sinclair, Lauchlin.
- Females.*
- 1st DIVISION.—A.
- 558 Smith, Andrew.
559 Waters, George.
- 560 Dance, Anne.
561 Jenner, Sarah Anne.
562 Keown, Adelaide.
563 McMurray, Elizabeth Jane.
564 McNaughton, Janet.
565 Milne, Elnora.
566 Richards, Amanda (497.)
567 Smith, Margaret.
568 Wilkes, Margaret.
- 2ND DIVISION.—B.
- 569 Carey, Eleanor Harriet.
570 Gardiner, Jane.
571 Gillies, Mary.
572 Robertson, Martha.
- 3rd DIVISION.—C.
- 573 Bissett, Mary.
574 Cull, Alice.
575 Dunn, Barbara Morrison.
576 Elston, Faith.
577 Fletcher, Charlotte.
578 Gurd, Dorah.
579 Hume, Mary Miller.
580 McBride, Sarah.
581 McKechnie, Mary Gray.
582 Miller, Jennet.
583 Munsen, Charlotte.
584 Shoff, Ann.
585 Steacy, Jane.

Entered in Certificate Register Book A.

THOMAS HODGINS, Registrar.

THE MISSION AND DUTY OF THE TEACHER.

From the parting address to the students of the Normal School by the Rev. William Ormiston, M.A., late second master, we select the following admirable observations on the mission of the teacher, his duties and responsibilities. The remainder of the address, with the other proceedings, will be found on page 61.

In the portrait you have drawn of the true teacher's character, and which, with a too kindly partiality, you say my intercourse with you has suggested and exemplified, you have exhibited the mark at which you should all individually aim. The science of teaching is yet in its infancy; much remains to be done; the highest honors are yet to be won. All that man has done in this sphere, may man do, and much more. Let your aim then be high. Resolve to become accomplished and efficient teachers—your motto still "Excelsior." Strive to be thoroughly equipped, socially, mentally and morally, for your arduous

but honorable profession. It merits, as it demands, the noblest endowments and the highest attainments.

The influence of the teacher is as extensive as it is enduring. His sphere of labor, though lowly and unostentatious, is surpassed by none in importance, and the magnitude of its far-reaching results. The schools of to-day determine the character, happiness, progress and power of the next generation. Here a moulding or marring influence is exerted upon the mind of the people, and that, too, at a period when it is most easily impressed. Here many a noble thought and generous emotion may be inspired and cherished, or many a fine spirit discouraged, blighted or depraved.

In every common school in our country are gathered the darling objects of much parental anxiety—the light of many a happy home—the rising hopes and future rulers of our land—children they seem, yet are they growing men:

"And nursed with skill, what dazzling fruits appear—
Even now sagacious foresight points to show
A little bench of heedless Bishops here,
And there a Chancellor in embryo."

A deep and heavy responsibility rests upon all who undertake the duty of training the young, not merely to impart to them in the best manner the needful instruction in art and science, but also

"In the lore of right and wrong, the rule
Of human kindness, in the peaceful ways
Of honesty and holiness severe."

The highest moral qualities are required in this work. "*The school is no place for a man without principle.*" His example would be most pernicious, withering as the sirocco the genial plants of goodness in the human mind. Every teacher does and must inculcate morals—whether designedly or otherwise, for every noble and commendable quality in his own character will be reflected in the class, while every unholy principle or vicious practice, will be only too frequently adopted and imitated.

"Oh, let not then unskilful hands attempt
To play the harp whose tones, whose living tones
Are left for ever in the strings.
Oh, beware
To lay rude hands upon God's mystery there."

Neither is the vocation of the teacher irksome, as it seems to many, and caricatured rather than exhibited, as it is by some who follow it, nor destitute either of attractions or encouragement to any who generously and lovingly engage in it. For not to mention the facts, that the labours of the school room are more highly appreciated and more amply rewarded—the social position and intellectual status of the teacher greatly elevated—and the legitimate circle of his influence widely extended—by the increasingly liberal support extended by every enlightened government to the cause of general education, by the rapidly improving methods of imparting instruction, and the deepening conviction in the minds of the community that all, even the poorest, should be educated—that a Common School education, at least, is a citizen's birth-right. Every teacher, from the nature of his duties, is somewhat favorably situated for intellectual improvement, and the cultivation of the highest moral feeling. There is also the pleasure, and it is pure as it is grateful, arising from observing the progress of other young minds in knowledge and virtue. Nor can I omit to mention what the present occasion specially suggests,—the grateful affection and lasting remembrance of pupils and their friends. A celebrated writer says—"God be blessed for mothers and school-masters,"—the very association of the names is an honor to the latter. Moreover, the consciousness of being usefully employed, and that the results of their labors will remain when all earthly honors and distinctions shall have passed away, and the humble expectation of the divine approval increases the reward of the patient, cheerful, hopeful, kind, conscientious and devoted teacher.

Address yourselves, therefore, as teachers, to the arduous duties of your calling, with earnestness, energy and enthusiasm, with a resolute determination to succeed, and a laudable ambition to excel. Everything combines to incite you to vigorous and well directed efforts, and promises a rich reward to your success.

Your country deserves and expects much at your hands. Its territory vast, and likely soon to be more extended—its soil fertile, and much of it yet to be occupied and cultivated—its resources abundant, awaiting their speedy and ampler development—under the benign sway of a free and liberal government—blessed with an open Bible, a Common School, and religious liberty—Canada is at once as fair as the fairest, as free as the freest, and as dear as the dearest, among the homes of the world.

And how is she to increase in wealth and power, intelligence and worth? Whence our hope for her future greatness, and influence, and honor in the great family of nations? In the words of Wordsworth I would answer,—

"From culture unexclusively bestowed,
from the pains
And faithful care of unambitious schools,
Instructing simple childhood's ready ear,—
Thence look for these magnificent results."

Every teacher, especially every Common School teacher, and more especially every Canadian teacher, should be a true, warm-hearted patriot.

The institution you have attended looks to you with eager hope and well-grounded expectation to advance its rising fame, and extend its growing usefulness. It depends for its future prosperity, not so much upon the enactments of the Legislature, however enlightened and liberal in their provisions, nor upon the orders of the Council of Public Instruction, however expedient and sagacious, nor even upon the ability or reputation of the masters, however high and widely extended, as upon the character and conduct, the fidelity and success of the teachers trained therein. Ye are its truest credentials—your future usefulness its highest recommendation. Its character and claims are, to a great extent, committed to your keeping. Be it yours proudly and gratefully to guard them well, and by the effulgence of a life consecrated to the good of your country, the happiness of your race, and the glory of your God, reflect credit and honor upon our noble institution—the College of the People.

YOUNG MEN OF CANADA.

At a recent address in the City of Hamilton, Mr. Ormiston thus referred to young men, as the hope of our country: "What a large, wide, happy home is the land we live in! We have found it a goodly land, and have no sympathy with those who love it not! There is no piety, no genuine Christianity, in the heart of him who does not love his country, native or adopted! (Applause.) He cannot be a true, large, leal-hearted man, who, looking through the vista of coming years, does not hope to see his own country grow greater and more glorious; and he is no true Canadian who does not cry, in the words emblazoned on my left, 'Peace and Prosperity to Canada.' There are those around me, doubtless—said the speaker—who sympathise with him who wrote these lines a few years ago:

"They say thy hills are bleak,
They say thy glens are bare;
But oh! they know not what fond hearts
Are nurtured there.

"Scotland! I love thee well.
Thy dust is dear to me;
This distant land is very fair,
But not like thee."

It matters not on what line of latitude or longitude it may be, one's native land should be the dearest, sweetest, and most hallowed spot on this side of heaven. Our country! we love it; and because we love it, we wish you, young men, to be worthy of it. Our fathers have done much. They came from almost every country beneath the sun. They were a varied people; and we are, to some extent, still. Their national, educational, and ecclesiastical prejudices were varied. They had but one thing to bind them together;—the deep fertile soil beneath their feet, and the clear canopy of the bright blue sky above their heads. Pioneers in this goodly land, some have found a home—many only a grave, and on the resting-place of these we should tread lightly, doing reverence to their ashes, and living so as to honor them. And I may be allowed to class myself with young men; or, rather, I am a link between them and the elders; and I feel in heart, though in face I may not look, like a young man. With you, young men, I arm for the conflict, and gird myself for the coming struggle. We are the strength of the country. Upon us it depends whether, in twenty years, this country shall be progressive, and rise to assume its own just place in the heraldry of nations, and have the proud boast of possessing a God-fearing people; whether it shall become a dark spot in the geography of the world, and, by and by, vanish altogether; or whether intelligence and industry shall place Canada in the vanguard of nations."

Papers on Practical Education.

TEACHERS' STUDIES.

The sending forth of constant streams, without accession of new waters, would soon exhaust any ordinary lake; nor would the streams themselves possess like clearness, vitality, and purifying influence with those that flow fresh from the living springs of Nature's distilleries. It is so with the teacher's mind. Mere knowledge has no vitality; nor do I believe that Lord Bacon ever said that knowledge is power. It is enthusiasm of the soul that vivifies knowledge, otherwise it becomes like the waters of a stagnant pool—daily less clear, less healthful. It even becomes less in quantity also; for even knowledge, immaterial as it is, may glide imperceptibly away. I knew one teacher, quite an elderly gentleman, who, so far as I could judge, had taught Cicero's orations so many times over, as almost to forget his Latin. He had probably studied them well the

first few times he taught them: another year, relying upon the familiar look of his Latin page, his preparation was more hurried and superficial; a fourth year, he probably said to himself, "I have been over this so many times it must be familiar, I cannot be at a loss, there is no need of any preparation for the class." The consequence was, that those niceties of meaning, oftentimes logical as well as rhetorical, which discover themselves in the position of antithetic words or correlative particles, and the peculiar argumentative force of the connectives, or the shades of thought conveyed by words aptly chosen from among the synonyms, gradually escaped his notice, and were no longer part of his knowledge or instruction.

A similar process of deterioration goes on in every branch of study, if we teach without at the same time studying the subject. No sure dependence can be placed upon any dead mass of intellectual material, stored in the vaults of a mind not alive with thought.

It therefore becomes a double duty of the teacher, to be acquiring knowledge in those branches in which he instructs. Want of time is not a good excuse for not doing this. The philanthropy which prompts one wholly to neglect his own cultivation, in order to do good to others, is at least a mistaken policy. Nor have we a right, considering our immortality, and the relations of our present to our future life, to neglect ourselves. It is in the economy of nature, that those who neglect their own highest interests for the sake of others, who defer devotions, shorten their prayers, or neglect lessons (to come closely to the topics which concern us here) for the sake of spending the time for the good of others, shall fail to prosper in those very attempts in proportion to such neglect. Such is the testimony of universal experience.

Do you ask if you are never to rise above the subjects you are teaching? I answer in one sense, no. Never above a deep interest in the simplest truths or facts you teach; never above a love of presenting them in new lights, and advancing them with new illustrations; never, indeed, above the conviction that there is wealth in them of which you are not fully possessed—a sacredness which you do not yet fully appreciate. However far you go on in investigations or studies of any sort, "take" with you the *elements* of that study, not as slaves to help you on, but as friends. You will find their relations to be infinite, their speech to be words of ever-deepening wisdom, their beauty to be a divinely-increasing radiance. Cease to feel so towards the simple elements of learning, and because you do not recognize *their* truth, all your way onward is through smoke and fog. The figure is not so striking as the fact is real. You can know a true scholar as well as a good teacher, and they are identical, by this very mark, his freshness of interest in the very elements of his study.

Who is he who points out the structure of a leaf with the greatest delight? It is the Botanist, who having acquired all that books can teach him of trees and shrubs and transient herbs, is a learner still, in the secret nooks and hiding places of nature. And why has he not in his higher speculations lost his interest in the leaf? Because the simple leaf is to him an exhaustless subject; in itself it is still a mystery, in its relations wonderful, and the things about it which long since became familiar, share indistinguishably in the general interest.

So with the arithmetician, admiring the art of notation; so with the grammarian, finding marks of divinity, and a prompter of constant wonder in the structure of language. All the best teachers of the reading world are *learners*, and learners (if we will widen the term to include those who receive instruction for the heart also) are the wisest of men.

I wish to present to you some short and common sense remarks on the *studies of teachers*. Without any spirit of dictation, but simply for clearness of expression I may be pardoned for giving these remarks a dogmatic rather than an argumentative form.

My first rule would be, *make special preparation for each recitation*. Guard against too general study of the subject at first. Go over all the lesson by yourself, and master it all before appearing before your class. This is the general practice with professors of colleges and universities everywhere. Men of the character they possess never depend on what they have before learned for their ability to teach. As often as the same lesson comes round, term by term, or year by year, so often do they renew their study of the same thing, and that with new enthusiasm. So should we renew our study of the subject, though it were but a month or a week ago that we went over all the same before. Our examination may be more rapid, but never less thorough on a review than on an advance; and pupils should be made to see that we feel, that the lesson which should be best learned is not the *advance* which has been before them but *once*; but the review which has been their lesson more than once. Should we or they know what we have examined *twice* less well than what we have examined only once?

Even if we did not need this preparation, in order to quicken our memories, still the power we should gain in recitation, from having beforehand recalled the class to mind and thought over the lesson with distinct reference to them, devising ways to adapt the truths to

their various capacities, would more than repay for the time and pains.

But we do need this study in order to refresh our own minds. We should feel ashamed to ask a question in Geography, which we cannot answer ourselves without reference to a book or map. Will the pupil think it important to know that of which teachers are ignorant? But we cannot retain all we need to know without both recurring to the subject, and keeping up that discipline of mind by which our items of knowledge are made to be servicable. The oftener a thought or fact recurs to the mind the oftener may we connect it with our other knowledge by new links of relationship, and by this means give it a new value.

Such reviews will not unnecessarily consume time. The mind learns to act with astonishing rapidity, so that all those facts and relations which it would take considerable time to express vocally, may pass clearly through the mind in a wonderfully short time. A true arithmetician demonstrates a rule (say of the extraction of a root) faster than one can enunciate it; the reasons, the relations, appear before his mind in order, and receiving the sanction of his understanding pass fully through the mind, while the sluggish tongue is plodding through the first part of the rule. Now, so long as the mind does *not* step unhesitatingly and quickly from process to process; so long as connected facts, like those of grammar, do not present themselves in *orderly* array, and not confusedly, so long certainly, the study of the subject should be considered a necessity by the teacher. When the order, the process, the relations *are* all so familiar, the review becomes a pleasure, quickly performed; and because of the endless relation of ideas, profitable still.

Our *interest* in these truths and facts will thus be kept alive. A truth is not fitted for effective work, not even a grammatical or an algebraical one, unless it has been warmed and cheered first in the heart of the speaker. Entertain there the rules of fractions, or of the agreement of verbs and nouns, until your interest is excited in them; and then the instruction will be better, although you may not have added anything to your stores of knowledge.

Look over your spelling lesson. See that you understand the principle on which the words in it are arranged—see if that principle is adhered to; see that you know the signification of its words, and whether you have been accustomed to the proper pronunciation of each; note the words which are not in good use, the words whose form of spelling is determined by fixed rules; if you possess other dictionaries, compare; and then go before your class, interested in words, and this interest will be imparted, and amply repay you for your toil, even though you should not say one word which resulted from this study.

Study your reading lesson. Without doing so you cannot read it properly yourself. Reading is one of the fine arts, like music and painting; is like them, the expression of realities through a medium which differs from those realities in kind. It is a neglected art, because teachers are themselves deceived, and have no knowledge of what constitutes good reading. A congregation has sometimes been made to wonder at a familiar psalm or parable, or other scripture, when some man's grave and unaffected reading has given reality to its representations and power to its words. The audience feel that they never heard the passage before. In truth they never had; the sound of the words, tame, with not a tinge of their significance, had imposed itself upon them, as the passage's meaning, for years. Words are but symbols; it is we who bestow upon them, from out the treasury of our minds and hearts, all their value to us. A good passage of descriptive, didactic, or imaginative prose or poetry, is a mine of wealth and beauty, yielding them forth to us just in proportion to our preparation for them.

We must then feel the individual force and beauty of the words; the laws of selection and arrangement must be apprehended; every figure of speech must be appreciated; every allusion to other times and events must be familiar; the imagination must have put together, with somewhat of the vividness of reality, the scenes and scenery described, and the feelings be enlisted according to the predilection of the author, before we understand a piece, or are prepared to pronounce it properly. Who can read well what he does not understand, and feel the force of? Now what a preparatory work is here. Good language is, indeed, quite an exhaustless source of culture. Scarcely any study so well repays the teacher for his labour as that bestowed upon it. No reading class should be heard, in words of more than one syllable, without special preparation for it.

Then comes the art of vocal expression; a noble art, which I hope we shall no longer so generally neglect.

We might go through the whole round of studies, and show in each the need of fresh, of thorough review of each lesson before recitation. How shall this study be conducted? Without some plan we shall fail to pursue the best course. I would say then:—

My first rule should be, confine your study to your text-book, until the lesson is fully mastered. This is a necessary caution; for it is pleasanter in our study to read other text-books on the same subject, to compare opinions and weigh arguments, and gather illustrations,

and desery applications, and discern relations, than to go over and over again some dull and dogmatic page. But if you take a text-book for a guide to the pupils, do you yourself become familiar with the very order of arrangement, the very expressions of the author, and their meaning; have at command his illustrations also; and all this so fully as to be independent of the book in conducting the recitation. Then your mind, and eye too, are free.

Besides, our knowledge, to be serviceable, must be well arranged. In all studies, if we have not some *system* of the science, some *doctrine* of truth, some *order* for the facts we *do* know, we shall not be able to make a proper disposal of what we afterwards acquire. The facts not being united by their proper relations, only confuse the mind by their number and diversity. Suppose your lesson is the subject of Participles, in English Grammar, and Clark is your author; if without learning the lesson in Clark perfectly, you read Greene and Bullion, and Wells and Brown, their different views and arrangement may interest, and excite doubt as to the judgment of your author, and induce a discussion of the subject in your own mind; still, as you are not possessed of any one arrangement, or any one doctrine with which to compare them, the results of your study on each point will have no nucleus, as it were, to attach to; and unless you possess unusual constructive power, the elements of your knowledge will be likely to be disjointed; and your instruction, though filled with fine analytical remarks, will lack unity. But if you thoroughly know the lesson which you require the pupils to learn—if its phraseology, its illustrations, and order are all familiar, then your instruction will be based on that which your pupil knows. He will seize upon it and remember it; it is united with his knowledge, and with his expression of it. Let then our first study, and all of it, if need be, be given to the text-book, and the lesson assigned to the class. Let us learn the order, and the discussion of every principle. In arithmetic, be familiar with the forms of definition, and especially the analysis of problems as they are given in the examples that are worked out.

The next rule for study is this: As soon as the lesson in the text-book is fully mastered, study other books on the subject of the lesson. It is hurtful to see truth always in the same dress. Her grace and majesty, her condescension or sublime reproof, appear best in different garments of expression. So in mere intellectual formulas, different wordings of the same thing, make different sets of the relations of truth prominent, and cause our apprehension of it to be sure and more comprehensive. Let us then, having become familiar with our text books, examine others and compare—let us read on kindred subjects, let us enliven what we know by reading those passages which describe the applications of the truths we study, and fill out the meagre outlines of our geographies or histories, our arithmetics or grammars, by a fuller knowledge. So soon, indeed, as we have learned our text-book, we must pursue the subject in other ways; for as we cannot stand still, our logic will otherwise become blurred, our imagination blind, and our feelings a dead calm. We shall neither enjoy nor teach well any truth which in our minds is not a growing one, unfolding new relations, and revealing new elements of strength and beauty. And we shall find no object of study so small or obscure, that its relations shall not link it with our noblest views and feelings. We may clothe every truth with such fragrant and refreshing foliage, that the birds of paradise shall almost be heard singing in its branches.

My last rule is: Save all items of knowledge, gleaned from any source which may illustrate your lessons. Especially save your experiences. Some example may be furnished by your casual newspaper reading, which would awaken an interest or help to the understanding of what you are either now teaching or may be called upon to teach. Make sure of it. Some dull boy may compel you to form to some striking illustration of a truth, or such may occur to you at a happy moment. Treasure these experiences up for use. You find that an expression which seems plain enough is sometimes misunderstood; make a minute of that. A boy, for example, defining etymology as the part of grammar which treats of the classification and modification of words, many understand modification to refer to the various ways in which a subject, predicate or adjective is modified by distinct elements. Set such items down; they will aid you in every succeeding class. Make a written record of them somewhere.

How they shall be preserved I would not say. Only let there be method. Do not, as many do, write them on separate slips of paper, or in the back leaves of books, or many different small books. They cannot be trusted. Doubtless wonderful prophecies were written on the leaves of Cumean Sibyl, but they flew about, the sport of disturbing winds, and the verses have never been arranged. A certain lawyer is said to have lacked but one essential, in order to be the first of his profession in the British realm; that one essential was a ball of red tape, to keep his papers in order.

If notes are written on the margins of text books, they should be so fully expressed that a stranger could divine the sense, otherwise the probability is, that they will at last become hieroglyphics even to ourselves. If an Index Remum is used, it is better to make a statement in it so full as at once to revive the thought that made us post

it there. A better plan still is to keep a *note book*. We may be certain that the illustrations and other items of knowledge which we have been at pains to collect will be lost if not arranged in some book according to some determined method. Now, a small blank book, the catch-all and classifier at once, of all you learn from conversation, the newspaper or the street; of every word you find yourself at fault in; the remembrance of all you do not know, but wish to enquire after, and the systematizer of all your experiences, is an excellent friend. It does more than a text book to promote accuracy in all things. It is a perpetual record of improvement.

There is indeed no need of growing old. As long as we are laboring to improve ourselves in knowledge and in virtue; as long as we preserve our hearts from the contagion of money getting, and look upon all things with simplicity of faith, as revelations of the character, the order, the divine beauty of deity, so long shall we enjoy the spirit of youth. The world becomes an ever-increasing miracle of beauty, as her familiar forms, already the object of our love, return to us each day radiant with the light of new and related attendant truths. As the relations of truths are endless, their sources of interest, their accessions of beauty are endless, and our wonder and admiration endless too.—*New Hampshire Journal of Education*.

THE LATE HUGH MILLER.

From a sketch of the life of this remarkable man, given by a correspondent of the *Morning Advertiser*, we gather that he was born October 10th, 1802, of parents in humble circumstances. After passing most creditably through the parish school, at the age of seventeen, he agreed with the husband of his aunt, who was a mason, to serve in his trade an apprenticeship of three years, and accordingly procuring a suit of strong moleskin clothes and a pair of heavy hob-nailed boots, he waited only for the breaking up of the frost prior to proceeding to the Cromarty quarries. The excessive toil to which he was subjected sadly trenched on his immature vigour. He became subject to extreme depression of spirits, which took almost the form of a walking sleep—during which his absence of mind was so extreme that he lacked the ability of protecting himself from accident, in cases the most simple and ordinary. Besides other injuries, he lost, at different times when in these fits of somnambulism, no fewer than seven of his finger nails. As he gathered strength, his spirits became more equable, and only when his health failed for a time under over-exertion of another kind, had he any renewed experience of the fits of walking sleep. For fifteen years he labored as a common quarryman, making the most diligent use of his leisure hours for the acquisition of useful knowledge. At one time, when work failed him, he visited Inverness, in the hope that his superior style of cutting inscriptions might gain him some jobs in the church-yard. While there, many poetical pieces, of no mean merit, gained a place in the *Courier*, where they excited considerable attention. A volume of poems was published; and soon after its appearance he wrote for the *Inverness Courier* a series of carefully prepared essays on the "Herring Fishery." These attracted attention, and were republished by the proprietor as from the pen of a "Journeyman Mason." Mr. Miller had always a longing for a literary life, and even before his marriage he aspired to be an editor. While still an operative mason, he had engaged with a young lady of his acquaintance to marry in three years, if his circumstances improved; otherwise they agreed to marry and go to America. Nearly two of the three years had passed away, and he began to think seriously of the backwoods of America, when an opening occurred for his appointment as accountant, in a branch at Cromarty, of the Commercial Bank of Scotland, which post he held for five years. While thus engaged, his *Scenes and Legends in the North of Scotland* appeared (1835); and was, on the whole, very favourably received. It was republished in America, and not only now continues to sell, but moves off better than it did on its first appearance. Soon after this he married; but, although his wife contrived to teach a few pupils, his income did not much exceed £100 per annum. He therefore tried whether he could not turn his leisure hours to some account, by writing for periodicals. During one year, Mr. Miller has left it on record that he wrote tales enough to fill an ordinary volume, which only brought him £25.

We now approach the period when Mr. Miller was called to occupy a wider sphere, the immediate cause of which was a pamphlet which he published on the celebrated Ancherarder case, under the title of a *Letter from one of the Scottish People to Lord Brougham, on the Opinions expressed by his Lordship in that case*. This called the attention of the non-intrusion (Free Church) party to his merits, and led to his being appointed editor of their then (1840) newly-established journal, the *Witness*, which post he held till his lamented decease.

For an account of Mr. Miller's literary labours, especially in connection with geological science, we turn to the *Literary Gazette*:

"Mr. Miller had already (prior to 1840) published a volume of *Legendary Tales of Cromarty*, of which the late Baron Hume,

nephew of the historian, himself a man of much judgment and taste, said it was 'written in an English style, which he had begun to regard as one of the lost arts.' The ability displayed by Mr. Miller as editor of the *Witness*, and the influence exerted by him on ecclesiastical and educational events in Scotland, are well known. Mr. Miller did not confine his newspaper to topics of local or passing interest. In its columns he made public his geological observations and researches, and most of his works originally appeared in the form of articles in that newspaper. It was in 1840, the year at which the autobiographical memoir (*My Schools and Schoolmasters; or, the Story of My Education*) closes, that the name of Hugh Miller first became widely known beyond his own country. At the meeting of the British Association for the Advancement of Science, at Glasgow, that year, Sir Roderick (then Mr.) Murchison gave an account of the striking discoveries recently made in the old red sandstone of Scotland. M. Agassiz, who was present, pointed out the peculiarities and the importance of these discoveries, and it was on this occasion that he proposed to associate the name of Mr. Miller with them, by the wonderful fossil, the *Pterichthys Milleri*, specimens of which were then under the notice of the section. Dr. Buckland, following M. Agassiz, said that 'he had never been so much astonished in his life by the powers of any man as he had been by the geological descriptions of Mr. Miller. He described these objects with a felicity which made him ashamed of the comparative meagreness and poverty of his own descriptions in the *Bridgewater Treatise*, which had cost him hours and days of labour. He (Dr. Buckland) would give his left hand to possess such powers of description as this man; and if it pleased Providence to spare his useful life, he, if any one, would certainly render the science attractive and popular, and do equal service to theology and geology.' At the meetings of the Association, the language of panegyric and of mutual compliment is not unfrequent, and does not signify much; but these were spontaneous tributes of praise to one comparatively unknown. The publication of the volume on the *Old Red Sandstone*, with the details of the author's discoveries and researches, more than justified all the anticipations that had been formed. It was received with the highest approbation, not by men of science alone for the interest of its facts, but by men of letters for the beauty of its style. Sir Roderick Murchison, in his address to the Geological Society that year, 'hailed the accession to their science of such a writer,' and said that 'his work is, to a beginner, worth a thousand diatetic treatises.' The *Edinburgh Review* spoke of the book being 'as admirable for the clearness of its descriptions and the sweetness of its composition, as for the purity and gracefulness that pervade it.' The impression made by such a testimony was the more marked that the reviewer spoke of the writer as a fellow-countryman, 'meritorious and self-taught.' In 1847, appeared *First Impressions of England and its People*, the result of a tour made during the previous year. Some parts of this book, especially the account of the pilgrimage to Stratford-on-Avon, and the Leasowes, and Olney, and other places memorable for their literary associations, are as fine pieces of descriptive writing as the English language possesses. This magic of style characterized all his works, whether those of a more popular kind or his scientific treatises, such as the *Old Red Sandstone*, and *Footprints of the Creator*, a volume suggested by the *Vestiges of Creation*, and subversive of the fallacies of that superficial and plausible book. Not one of the authors of our day has approached Hugh Miller, as a master of English composition, for the equal of which we must go back to the times of Addison, Hume, and Goldsmith. Other living writers have won a wider celebrity, but they owe it much to the peculiarity of their style or the popularity of their topics. Mr. Miller has taken subjects of science, too often rendered dry and repulsive, and has thrown over them an air of attractive romance. His writing on literature, history, and politics, are known to comparatively few, from having appeared in the columns of a local newspaper. A judicious selection from his miscellaneous articles in the *Witness*, would widely extend his fame, and secure for him a place in classic English literature, as high as he held during his life as a periodical writer and as a scientific geologist. The personal appearance of Mr. Miller, or 'Old Red,' as he was familiarly named by his scientific friends, will not be forgotten by any who have seen him. A head of great massiveness, magnified by an abundant profusion of sub-Celtic hair, was set on a body of muscular compactness, but which in later years felt the undermining influence of a life of unusual physical and mental toil. Generally wrapped in a bulky plaid, and with a garb ready for any work, he had the appearance of a shepherd from the Ross-shire hills, rather than an author and a man of science. In conversation or in lecturing, the man of original genius and cultivated mind at once shone out, and his abundant information and philosophical acuteness were only less remarkable than his amiable disposition, his generous spirit, and his consistent, humble piety. Literature and science have lost in him one of their brightest ornaments, and Scotland one of its greatest men."

Miscellaneous.

LIVE FOR GOOD.

Thousands of men breathe, move, and live—pass off the stage of life—and are heard of no more. Why? They did not a particle of good in the world; and none were blessed by them, none could point to them as the instruments of their redemption; not a word they spoke could be recalled, and so they perished;—their light went out in darkness, and they were not remembered more than the insects of yesterday. Will you thus live and die, O man immortal? Live for something. Do good, and leave behind you a monument of virtue that the storm of time can never destroy. Write your name in kindness, love, and mercy, on the hearts of thousands you come in contact with, year by year, and you will never be forgotten. No; your name, your deeds, will be as legions on the hearts you leave behind, as the stars on the brow of the evening. Good deeds will shine as brightly on the earth as the stars of heaven.—*Dr. Chalmers.*

SELF-UNDERSTANDING.

"Education is, speaking generally, to qualify a man for a place in society; and though self-helpfulness and readiness for emergencies is an important thing—and the *disposition* to it more especially to be encouraged—yet we may suppose a man likely to meet with others to do things for him, if he knows how to do anything for them, and to make use of them. For the primary or simple purposes of society, what we need to teach a man, if we can do so, is to understand *himself*—that is, to see clearly what he is thinking about, and to understand others, what it is they say to him, and what they are likely to wish for or think; to be able to do something for them, or to know something which may be of use to them. For the secondary, or more refined purposes of civilized society, what we should wish to produce by education would be a degree of independent activity of thought, and yet of intellectual sympathy; so that the intercourse among the members of the society, independently of their material or merely useful concern with each other, should be a common pleasure and advantage."—*Cambridge Essays, 1856.*

SELF-KNOWLEDGE.

We read of a philosopher, who declared of himself, that the first year he entered upon the study of philosophy, he knew all things; the second year he knew something; but the third year he knew nothing. The more he studied the more he declined in the opinion of his own knowledge, and saw more of the shortness of his understanding.

THE SCHOOLMASTER.

The office of a schoolmaster is a thoroughly noble one,—and notwithstanding all the ills which distract its ideal beauty, truly, for a noble heart, one of the happiest ways of life.—*Niebuhr.*

LABOUR.

It has been computed by some political arithmetician, that if every man and woman would work for four hours each day on something useful, that labour would produce sufficient to procure all the necessities and comforts of life; want and misery would be banished out of the world, and the rest of the twenty-four hours might be leisure and pleasure.—*Franklin.*

MEMORY.

The memory should not be like a child's pocket—filled with trash; but like the ark of the testimony, in which the tables of the law were laid up. We are very apt to complain of bad memories; and they are bad enough, for they retain what ought to be lost, and lose what they should retain.

Educational Intelligence.

CANADA.

MONTHLY SUMMARY.

—THE NEW PRINCIPAL OF UPPER CANADA COLLEGE.—On the 13th inst., the Rev. Walter Stennett, M.A., formally entered upon the duties of his office as Principal of the Upper Canada College. When the pupils had assembled in the morning, they were addressed by Rev. Dr. Scadding, with reference to the appointment which had been made. He expressed himself much pleased that the office had been conferred on a gentleman in the Province—one who was so well qualified to fill it. The Rev. Mr. Stennett,

also addressed the pupils, at some length; and concluded by giving them a holiday, in honor of the occasion.

— VICTORIA COLLEGE will remain at Cobourg. At a full meeting of the College Board it was resolved to accept the offer of land made by the town to Cobourg.

PRESENTATION TO REV. WM. ORMISTON, M. A.
(Abridged from the *Globe*.)

The Rev. Wm. Ormiston, who filled, for the last four years, the office of Second Master in the Provincial Normal School in this city, but who has lately been inducted as Pastor of the United Presbyterian Church of Hamilton, was presented, on Thursday afternoon last, with a very valuable gold watch and costly service of plate. The presentation was made in Dr. Taylor's Church. It was intended to be a lasting memento of the esteem and affection of all those who, during his incumbency, have been the objects of his instruction and solicitude. The watch, a very beautiful one—costing with its appendages £75—and the various pieces of silver plate—all very chaste and elegant—bear suitable inscriptions, and make a testimonial of which the worthy recipient has good cause to feel proud. Mr. MURRAY, who had formerly been a student under Mr. Ormiston's care, occupied the chair. Mr. CHESNUT being called upon, read a very complimentary address—the students standing during the time. Mr. ORMISTON, after a few introductory remarks, read the following reply.

MY DEAR YOUNG FRIENDS,—

It would be the height of affectation on my part, even were it possible, to attempt the concealment of my feelings on the present auspicious occasion. My emotions are deep and varied, but all of the most pleasurable kind.

I need not say how much I am pleased, and how greatly I am gratified, or that I feel myself highly honoured. But I must be allowed to say that the address you have just read is couched in terms far too complimentary, and the gift you have presented, far too costly. I cordially and gratefully, however, receive them as palpable evidence of a fact which I have never had reason to call in question—that I live in the hearts and memories of those whom I have had the privilege and pleasure to instruct.

It need not, my young friends, these glowing words or this splendid gift, with its peculiarly grateful and appropriate inscription, to assure me of your kindest regard and heartfelt esteem. Months of delightful mutual intercourse in the class-room with all, and years of occasional communion with many of you, have engraven that pleasant assurance upon the tablets of my heart, in characters more indelible and enduring than even those upon that plate of gold.

A teacher from my youth, it is impossible for me now to estimate how greatly I am indebted to the generous confidence, warm sympathies, and deep affection of my pupils, for any attainments I may have been able to acquire, or any skill in communicating them to others, I may be supposed to possess.

The consciousness of enjoying the esteem of a numerous class of noble-minded youth, has ever proved to me a strong incentive to earnest and indefatigable effort to make myself worthy of it. In this institution, as well as elsewhere, the work of the class-room has always been a labour of love. Its toils have not unfrequently been lightened, and brightened too, by witnessing the rapid progress and creditable proficiency of many an eager learner, while the beaming countenance, the glistening eye and the kindly smile have always been my glad reward.

In your address, you make allusion to a circumstance which suggests the proudest thoughts of my life—that, young as I am, my pupils are to be found in every section of our rising country. This fact deepens my interest as well as extends my influence in the land I love. I may be pardoned if I state that, while in the discharge of various duties connected with the moral or intellectual interests of the people, I have visited every county of our widely extended province.

I have scarcely, if ever, addressed an audience, whether from the pulpit or the platform, in which there were not one or more of my former pupils, and in every case, so far as known to me, my personal and warmly attached friends. Their volunteered companionship has enlivened the tedium of many a long journey, whilst the courtesies and amenities of their hospitable homes, have oft beguiled the loneliness of the traveller.

The four years which I have spent in connection with the Normal School have been years of delightful labour, and very pleasant social intercourse: and on leaving it I may be permitted simply to acknowledge the uniform courtesy and unvarying kindness of all connected with the institution. Especially may I refer to the urbanity and personal kindness of the Chief

Superintendent, Dr. Ryerson, the true friend of every teacher, and one of my earliest and best benefactors, under whose able tuition I prosecuted my college studies, and towards whom I cherish, to day, feelings of affectionate gratitude, akin to those you have so touchingly expressed towards myself. Long may he live, efficiently to discharge the onerous and important duties he has hitherto so satisfactorily, so successfully and so honorably performed. Well may he rest assured, that his honours will be as lasting as his position is high, and his influence extensive—for already has his name become a household word in the remotest rural districts of our land.

To Mr. Robertson, my co-labourer, a parting tribute is as justly merited, as it is cheerfully and heartily paid. During the entire period we have been associated as teachers, frequent and intimate as our intercourse has necessarily been, nothing has occurred to damp for an hour the joys of social fellowship, or interrupt the perfect harmony of official relationship. The better I have known him, I esteem him the more.

Nor is it out of place here to bear testimony to the high character which each successive class of students, in common with yourselves, has borne, for amiability of manners, docility of disposition, earnestness of application, and general progress. It cannot but be a pleasure, as it is an honour to any man to be the instructor of such a class. And allow me to bespeak for my successor in office, Mr. Barron, ex-Principal of U. C. C., a gentleman of education and experience, the same kindly welcome, the same generous confidence, and the same thoughtful forbearance you have ever shown towards me, and he need ask no more.

Most heartily, my dear young friends, do I reciprocate all your good wishes, and in Mrs. Ormiston's name, and that of her infant son, thank you for your kind allusion to them. It will be a pleasure hereafter, to her as well as to me, to indulge the pleasing reminiscences which these handsome presents cannot fail ever to recall. And should the Great Disposer of all events be pleased to spare my boy, proudly shall I place in his hands, as a token of his father's affection for him, and a memento of your affection for his father, this splendid watch.

Allow me, again, from my heart to thank you for this elegant and very acceptable present, enhanced beyond all computation as it is, in the heart's estimation, by the affectionate inscriptions which it bears. I thank you, too, for the allusion it contains to the sphere of my future labours—peculiarly grateful to me is it, that the past and the future should here be united.

In conclusion I would earnestly and affectionately commend you to the guardianship of "Him who keepeth Israel." Taught by him who teaches savingly and to profit, may your lives be seasons of prolonged usefulness; your death, scenes of triumphant joyfulness, and your abiding home in the House of many mansions, which your Saviour has gone to prepare.

To each of the dear youths now before me I would severally address the words of the Aaronical benediction:—"The Lord bless thee and keep thee. The Lord make his face to shine upon thee, and be gracious unto thee. The Lord lift up his countenance upon thee, and give thee peace."

DR. RYERSON was then requested to address the audience, which he did in nearly the following terms:—

MR. CHAIRMAN AND FRIENDS,—

The present is to me an occasion of great pleasure and extreme pain. No testimony of respect and affection can be presented to my friend Mr. Ormiston, without affording me pleasure; and the more valuable and impressive is a testimonial of respect and affection to him, the greater is my satisfaction in witnessing it. The strongest language in the eloquent and beautiful address we have heard read to Mr. Ormiston, does not exceed my estimate of his virtues, talents and attainments, nor my affection to him for the amiable qualities of his heart, and the noble career of his life. None but the noblest qualities of a man and instructor could call forth the sentiments and feelings embodied in the address of the young persons who have been under Mr. Ormiston's tuition, and none but the same qualities could suggest the language and sentiments of his reply. From my regard for Mr. Ormiston and my intimate connexion with him, I feel that any testimonial presented to him is a personal kindness to myself. Such was my opinion of Mr. Ormiston's character, abilities and qualifications, while he was a student and tutor in Victoria College, that, after my tour and acquaintance with schools and teachers and professors in Europe, and the passing of the Act of our Legislature, early in 1846, providing for the establishment of the Normal School, and before the removal of the Education Office to Toronto, or the appointment of the Provincial Board of Education, I proposed to Mr. Ormiston to nominate him as the first master in our Normal School, on its becoming established. At that time, however, his convictions and views were directed to the sacred office, but from that time forward I availed

myself of every opportunity and of every means in my power, to secure his services in connection with the Normal School, and had I been instrumental in nothing else, in connexion with the Educational Department of Upper Canada, I do feel gratified in having been the humble instrument in bringing Mr. Ormiston forward in a public capacity, and of securing for so long a time, and to so large an extent, his great abilities and ardent feelings in connexion with the education of the future instructors of our country. Though we have been of different religious communions, we have been of one heart; and I have always found in him that noble catholicity which is characteristic at once of a great mind and a generous heart. But while this occasion is to me one of peculiar gratification, it is also one of extreme pain. The thought of this day's severance of the intimate official connexion between Mr. Ormiston and myself, has cast a sort of gloom over my feelings for days and weeks past. It is indeed one of the most painful days of my official life. I have considered that an officer at the head of any system, whether limited to a neighbourhood or embracing a country, whether of government or education, accomplished but very partially his appropriate work, in devising laws and regulations, and facilities and establishments to render them effective, as long as he had personally to administer them, unless he sought aid and selected men of the right spirit and qualifications to perpetuate and extend them, when his period of labour should terminate. This is one object I have had in view in order to give permanency and increasing success to our system of public instruction, when, in the dispensation of Providence, I may be removed from my present sphere of action. I thought I had done much to accomplish this in one branch of our educational system, when I succeeded in obtaining the appointment of Mr. Ormiston. I do not like to part with an old friend, or abandon long cherished hopes; but I am compelled to do both in the retirement of my friend at the right. Yet I feel no small alleviation in the circumstance, that, while Mr. Ormiston retires from the Normal School, he does not retire from the system of public instruction, but still retains the office of Inspector of Grammar Schools, in discharging the duties of which he will repeat his visits to the various counties of Upper Canada; and on every occasion, and in every place, as far as time and strength will permit, we are sure his great oratorical talents and ardent patriotism will be exerted in behalf of the best educational interests of the country. Nor will I abandon the hope that, at some future period, Mr. Ormiston will occupy some more influential position in the educational institutions of this country than any that he has hitherto occupied. I regard the proceedings of this day as a ground for congratulation to all parties concerned, and to the public at large, as an exhibition of noble feeling between professor and student; as an incentive to teachers to diligent application and meritorious exertion, from the consciousness that their labours will not be unappreciated, and as an exemplification of that which I have hoped to see characteristic of our school system, in all its departments—strict discipline, order, and industry, combined with mutual kindness, confidence and affection, between superiors and subordinates in the same department, colleagues in the same institution, and masters and pupils in the same school. The law of kindness is the most potent of all instruments of government, while it is the most essential element of individual and social happiness. It is gratifying to know that the successive classes of teachers who have gone forth from the Normal School, have largely imbibed this feeling, and I anticipate much from the very large and most promising class of teachers who are departing to take charge of schools, for which they have been applied, in various parts of the country, and at salaries quite twice as large as those which were on an average paid to teachers when the Normal School was first established. At the commencement of our present system, eleven years ago, the general feeling of this country was that of despondency—contrasting, to our own disadvantage, our own country with other neighbouring countries; and during my first tour of the Province, my best efforts were made in my addresses and intercourse in each county to counteract that feeling, and create the conviction that our country possessed elements of development second to no other country on the American continent, and that high standing was within our reach. So wide spread and deep-seated was that feeling, in even some of the best minds of the country, that one gentleman, noted for his popular sympathies, and now occupying a place in the highest judiciary of the land, regarded as Utopian and presumptuous views, a measure submitted by me (and which became a law of the land) to establish a school system in Upper Canada equal to that of the State of New York. How different is the appreciation of the institutions and resources of our country at the present time! And I am happy to believe that our educational system has contributed much to the improved feelings and prospects of our

country, in every part of which the breathing words and burning thoughts of Mr. Ormiston's patriotic address will meet a cordial response, that our country is not only as "dear as the dearest," but "as fair as the fairest," on the continent of America.

Dr. Ryerson concluded, by expressing his fervent wish for Mr. Ormiston's future happiness and prosperity, and for the health, success, and usefulness of the large number of teachers who were now going forth to assume duties, in the discharge of which he trusted they would do honour to the Normal School in which they had been trained, confer lasting benefits upon the country for which they had been trained, and largely contribute to those high destinies, which, he believed, the Providence of God had in reserve for our beloved land.

Dr. LILLIE next addressed the meeting. He said, that he felt he should neither be doing justice to his own feelings, nor to those of others concerned, if he did not occupy their time for a few moments, in giving expression to his hearty concurrence in all that had been said in the address presented to Mr. Ormiston. He had listened to it with intense delight, as it did the highest honour to the parties by whom it was prepared, and to whom it was presented. It showed an appreciation of Mr. Ormiston's labours, and the power of expression therein manifested, reflected great credit upon the students who drew it up, and that credit was reflected back again upon their teachers. The address was worthy of the man, and the man of the address. There was a time to speak, and a time to keep silence, and he rejoiced that the ladies and gentlemen of the school had broken through those conventionalities which would make the tongue hide the feelings with which the heart was swelling. They had done well and nobly, in thus speaking their minds. There was another respect in which he admired the address, it let those to whom he (Mr. Ormiston) was going, see the appreciation in which he was held here. That feeling would not have had expression if it had not come from their hearts, and it was at the same time a pledge that his labours would not be in vain, or his teachings neglected. Mr. Ormiston possessed, in a very great degree, the power of communicating to the teachers his own spirit, of impressing upon them his own honourable feelings and sentiments. After a few additional remarks, Dr. Lillie concluded by expressing how heartily he sympathised with the proceedings of the day.

After a few observations from the Rev. Dr. Burns, Mr. Robertson, and Dr. Taylor, a benediction upon those assembled was pronounced by the Rev. Dr. Green, and the interesting proceedings terminated at 6 p. m.

PRESENTATION TO T. J. ROBERTSON, ESQ.

In connection with the above, we may state that the Normal School students made a valuable present of plate, accompanied with an address, to the head master, T. J. Robertson, Esq., on Wednesday last. After Mr. Robertson had returned thanks, the Rev. Dr. Burns, Rev. Mr. Ormiston, Rev. Dr. Lillie, and Rev. Dr. Ryerson subsequently addressed the students and expressed themselves pleased with the mark of esteem which had been conferred. The Rev. Mr. Jennings dismissed the assemblage with the benediction.

BRITISH AND FOREIGN.

MONTHLY SUMMARY.

— ENGLISH EDUCATIONAL MUSEUM.—The Committee of Privy Council on Education have arranged to open a new Educational Museum at the new buildings, South Kensington, in the spring. The objects exhibited at St. Martin's Hall in 1854, which were presented to the Society of Arts, and by that Society given to the Education Board in order to found a museum, will form part of the Educational Museum. A catalogue will be prepared which will contain the price lists that exhibitors may furnish for insertion. The books and objects will be grouped under the following divisions: 1. School-building and fittings, forms, desks, slates, plans, models, &c. 2. General education, including reading, writing, grammar, arithmetic, mathematics, foreign languages, and histories. 3. Drawing and the fine arts. 4. Music. 5. Household economy. 6. Geography and astronomy. 7. Natural history. 8. Chemistry. 9. Physics. 10. Mechanics. 11. Apparatus for teaching the blind and deaf.

— GOVERNMENT CIRCULATING MUSEUM COLLECTION.—This interesting collection, consisting of 400 specimens, representing each sector of the central Museum of Ornamental Art at Gore house, and comprising glass, lace, works in metal, ivory carvings, woven fabrics, &c., will visit Liverpool at the beginning of March, and be visited at the Exhibition-rooms, in Post-

— **PRINTING PARLIAMENTARY NATIONAL RECORDS.**—The Master of the Roll has laid before the Lords of the Treasury a scheme for the publication of a series of our national historical monuments, which has been favorably received, and a vote will be asked of the House of Commons for that purpose.

— **THE INVENTOR OF THE STEREOSCOPE.**—Who invented the stereoscope is a question that has often been asked without eliciting a reply: According to Sir David Brewster, it has been solved in favor of Mr. Elliot, a teacher of mathematics in Edinburgh, who constructed the first instrument of the kind in 1839.—*N. Y. Com. Advr.*

— **GEOGRAPHICAL DICTIONARY OF RUSSIA.**—The Imperial Geographical Society of St. Petersburg is preparing the publication of a geographical dictionary of the dominions of the Czar.

— **CHINESE TYPE DESTROYED.**—Amongst the misfortunes occasioned by the bombardment of Canton has been the destruction of Mr. William's printing office, with the Chinese type from which Morrison's dictionary was printed. The Press was the gift of the Home Government to the Colony at Canton. With the types have been destroyed more than ten thousand volumes of Chinese Chrestomathy, English Chinese Vocabulary, and other important works.

— **PRIZES FOR ESSAYS ON HINDOO PHILOSOPHY.**—A prize of £300 has been offered by a gentleman, lately a member of the Bengal Civil Service, for the best treatise on one of the six systems of ancient Hindu philosophy—the *Vedanta*. The treatise is to be written in German or French. A similar prize was offered some time ago for an English treatise on Hindu philosophy but has not yet been awarded. The object of these prizes is to elicit essays which will be of assistance to missionaries in the East. Competitors for the prize must deliver their treatises by the 1st of April, 1860, at the house of the Royal Asiatic Society. The examiners are Professor Lassen, of Bonn, the Very Rev. Dr. Windischmann, of Munich, and Professor Max Muer, of Oxford.

— **THE SOLAR TELEGRAPH.**—Experiments with a solar telegraph have been made with complete success in Paris, in the presence of Le Verrier, Struve, and others. The rays of the sun are projected from and upon mirrors; the duration of the ray makes the alphabet, after the system of Morse. It is proposed to apply it to the use of the French army in Algeria where the ordinary telegraph cannot be worked. The posts can be established at 20 leagues from each other.

— **AT THE FUNERAL OF DR. KANE,** the funeral car was surmounted by a canopy and dome, having the flags of England, France, Spain and the United States at the corners. The prominent gentlemen who attended it as pall bearers, were of course objects of interest, but no persons in the line excited more general attention than the surviving comrades of Dr. Kane, who followed immediately after the remains of their late commander, bearing among them the weather beaten flag of the *Advance*. This party was led by the gallant William Morton, a name which will be familiar to all who have read the account of the last Arctic Expedition, under the command of the lamented Kane. Mr. Morton was born in Ireland, but left his native land at a very early age, and has now been in America about seventeen years. He first became acquainted with Dr. Kane in California, and after one voyage to the Polar Seas, joined the Arctic Expedition under Dr. K., and on the ill-fated "*Advance*." Mr. Morton was the one who volunteered with the Esquimaux boy to go North in search of the Open Sea, and after a circuitous and fatiguing route of three hundred miles, dragging their sledges over the icebergs, the great Polar Sea was discovered. Mr. Morton is now the only living white man who has ever beheld the great open Polar Sea, whose cold waters roll and toss against the icebergs of the far distant North. Mr. Morton is now but thirty-five years of age, and has the appearance of one who could well undergo the fatigues of an Arctic Winter.

Departmental Notices.

The present Session of the Normal School terminated on the 15th of April. The next session will commence on the 15th May. All applicants, possessing the requisite qualifications and intending to devote themselves to the profession of teaching will be admitted. A certificate of good moral character, dated not less than a month before the commencement of the Session is necessary.

SCHOOL REGISTERS.

School Registers are supplied gratuitously, from the Department, to Grammar and Common School Trustees in Cities, Towns, Villages and Townships by the County Clerks—through the local Superintendents. Application should therefore be made direct to the local Superintendents for them, and not to the Department. The supply for the present year has been sent out.

SPECIAL NOTICE TO TEACHERS.

Public notice is hereby given to all Teachers of Common Schools in Upper Canada, who may wish to avail themselves at any future time of the advantages of the Superannuated Common

School Teachers' Fund, that it will be necessary for them to transmit to the Chief Superintendent, without delay, if they have not already done so, their annual subscription of \$4, commencing with 1854. The law authorizing the establishment of this fund provides, "*that no teacher shall be entitled to share in the said fund who shall not contribute to such fund at least at the rate of one pound per annum.*" This proviso of the law will be strictly enforced in all cases; and intimation is thus early given to all Teachers, who have not yet sent in their subscriptions, to enable them to comply with the law, and so prevent future misunderstanding or disappointment, when application is made to be placed as a pensioner on the fund.

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SCHOOL FURNITURE.

JACQUES & HAY continue to make School Desks and Chairs of the most approved patterns, and can execute orders promptly and at moderate prices. Toronto, March 3, 1857.

ILLUSTRATED HAND BOOK

OF THE GEOGRAPHY AND HISTORY OF BRITISH AMERICA,
BY J. GEORGE HODGINS, M. A.

WILL be published about the end of May a HAND BOOK OF THE GEOGRAPHY AND HISTORY OF BRITISH NORTH AMERICA. This Hand Book is designed to accompany two Maps of the British Provinces, prepared by the author under the authority of the Chief Superintendent, for the use of the Public Schools of Upper Canada, and published in the Irish National, and W. & A. K. Johnston's, Series of Maps. In addition to the usual Geographical information, this Hand Book will contain a summary of the history of each of the British Provinces, and a short sketch of the Indian Tribes of Canada, and of the lives of those individuals whose names are associated with our earlier Colonial history, &c., &c.

With numerous illustrations. Cloth, gilt, lettered; pp. 96. Price \$3.50 per dozen; 37½ cents each.

Toronto, March 18th, 1857.

TEACHERS WANTED.

REQUIRED for the COMMON SCHOOLS of the City of Toronto, well qualified TEACHERS to fill the following Situations, namely:
HEAD MASTER—Salary, £175 per annum.

PRINCIPAL FEMALE TEACHER—Salary, £100 per annum.

SENIOR FEMALE ASSISTANT—Salary, £80 per annum.

Applications, with testimonials, to be forwarded (prepaid) to the undersigned; and none but Teachers of decided ability and practical experience, need apply.

By order, Board of School Trustees.

G. A. BARBER, Local Supt. and Secy.

Toronto, April 3, 1857.

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All communications to be addressed to Mr. J. GEORGE HODGINS, Education Office, Toronto.

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