

## Technical and Bibliographic Notes / Notes techniques et bibliographiques

The Institute has attempted to obtain the best original copy available for scanning. Features of this copy which may be bibliographically unique, which may alter any of the images in the reproduction, or which may significantly change the usual method of scanning are checked below.

L'Institut a numérisé le meilleur exemplaire qu'il lui a été possible de se procurer. Les détails de cet exemplaire qui sont peut-être uniques du point de vue bibliographique, qui peuvent modifier une image reproduite, ou qui peuvent exiger une modification dans la méthode normale de numérisation sont indiqués ci-dessous.

- |                                     |   |                                     |   |
|-------------------------------------|---|-------------------------------------|---|
| <input type="checkbox"/>            | Coloured covers /<br>Couverture de couleur  | <input type="checkbox"/>            | Coloured pages / Pages de couleur   |
| <input type="checkbox"/>            | Covers damaged /<br>Couverture endommagée   | <input type="checkbox"/>            | Pages damaged / Pages endommagées   |
| <input type="checkbox"/>            | Covers restored and/or laminated /<br>Couverture restaurée et/ou pelliculée   | <input type="checkbox"/>            | Pages restored and/or laminated /<br>Pages restaurées et/ou pelliculées   |
| <input type="checkbox"/>            | Cover title missing /<br>Le titre de couverture manque  | <input checked="" type="checkbox"/> | Pages discoloured, stained or foxed/<br>Pages décolorées, tachetées ou piquées  |
| <input type="checkbox"/>            | Coloured maps /<br>Cartes géographiques en couleur  | <input type="checkbox"/>            | Pages detached / Pages détachées  |
| <input type="checkbox"/>            | Coloured ink (i.e. other than blue or black) /<br>Encre de couleur (i.e. autre que bleue ou noire)  | <input checked="" type="checkbox"/> | Showthrough / Transparence  |
| <input type="checkbox"/>            | Coloured plates and/or illustrations /<br>Planches et/ou illustrations en couleur   | <input checked="" type="checkbox"/> | Quality of print varies /<br>Qualité inégale de l'impression  |
| <input checked="" type="checkbox"/> | Bound with other material /<br>Relié avec d'autres documents  | <input type="checkbox"/>            | Includes supplementary materials /<br>Comprend du matériel supplémentaire   |
| <input type="checkbox"/>            | Only edition available /<br>Seule édition disponible  | <input type="checkbox"/>            | Blank leaves added during restorations may<br>appear within the text. Whenever possible, these<br>have been omitted from scanning / Il se peut que<br>certaines pages blanches ajoutées lors d'une<br>restauration apparaissent dans le texte, mais,<br>lorsque cela était possible, ces pages n'ont pas<br>été numérisées. |
| <input checked="" type="checkbox"/> | Tight binding may cause shadows or distortion<br>along interior margin / La reliure serrée peut<br>causer de l'ombre ou de la distorsion le long de la<br>marge intérieure. |                                     |   |
| <input checked="" type="checkbox"/> | Additional comments /<br>Commentaires supplémentaires:  |                                     | Continuous pagination.  |

# JOURNAL OF

Upper



# EDUCATION,

Canada.

VOL. XI.

TORONTO: JUNE, 1858.

No. 6.

## CONTENTS OF THIS NUMBER.

	PAGE
I. Library Warning from New York State	81
II. PAPERS ON PUBLIC LIBRARIES: (1) Influence of the Public Libraries on the Character of Canadian Juries. (2) The Companionship of Good Books. (3) Literature in the Canadian Bush. (4) Give your Children Books. (5) The Teacher's Library. (6) A Few Words about a Library. (7) Free Libraries and Museums in England. (8) A Visit to the Library of Memphis.	88
III. POETRY.—(1) Our good Old Flag.	87
IV. EDITORIAL.—(1) Circular to Heads of Municipal Councils in Cities and Counties, in Upper Canada. (2) Apportionment of the Legislative School Grant of Upper Canada, for 1858.	88
V. MISCELLANEOUS.—(1) An American Opinion of England. (2) The New British Houses of Parliament. (3) The British House of Lords. (4) Entertainment to Dr. Mackay. (5) A Laughing Exercise. (6) Stimulus to Study. (7) A Great Conquest. (8) Teachers and Educational Journals. (9) Testimonial to Mr. John H. Sangster. (10) Gold in Vancouver's Island. (11) The North-West Expedition.	91
VI. EDUCATIONAL INTELLIGENCE.—Canada: (1) University of McGill College Convocation. (2) Annual Examination of the Model School. (3) Busts of Public Men. (4) Rev. J. Porter's Appointment as Superintendent of Schools. (5) Victoria College, Cobourg. (6) School Celebration at Westminster. New Brunswick: (1) Educational Appointments.	95
VII. LITERARY AND SCIENTIFIC INTELLIGENCE.—(1) A Farm Laborer gaining a Mathematical Prize. (2) Mineral Wealth in Ireland. (3) Hamburg from Hamburg. (4) The Pentateuch Confirmed. (5) New York Statistics of Periodical Literature.	96
VIII. Departmental Notices and Advertisements.	96

the books composing the respective series was also presented. During the years 1854 and 1855, the number of volumes distributed by the undersigned, amounted to 258,986; the cost of the same was 150,787.<sup>00</sup>/<sub>100</sub>. Full details of the distribution to the respective counties in addition to the statement of the last annual report, will be found in the appendix."

It is to be observed that, in Ohio, the local authorities had nothing to do with the selection or the purchase of the books; they were selected and purchased by the State Commissioner of Schools, and the same series of books was sent to each County, according to population.

In the State of Indiana there is a State Board of Education, consisting of five members, "the Governor, the Superintendent of Public Instruction, the Secretary of State, the Auditor of State, and the Treasurer of State." The Superintendent selects and submits the list of books for the township libraries to the Board, which approves of them and authorizes the purchase of them by the State superintendent. The provision for libraries is even more magnificent in Indiana than in Ohio. The School Law of Indiana, passed in 1852, "imposed a tax of a quarter of a mill on the property, and an assessment of twenty-five cents on the poll, for the purpose of establishing a library in every civil township of the commonwealth. The library assessments collected during the two first years amounted to \$176,336. The State is divided into 690 townships, each of which was supplied with a library containing 321 volumes, making the aggregate 221,490 volumes. The cost of each library, exclusive of the expense of transportation and distribution, was \$213, and the aggregate cost of the whole of the books \$147,222. Precisely the same books were sent to each township of the State, consequently 690 copies of each of the 321 volumes were purchased and distributed, not through ordinary booksellers, but by the State Superintendent, who proceeded to New York and purchased all the books from six booksellers.

The liberality of the Indiana (as well as the Ohio) Legislature in providing funds for the establishment of public libraries, cannot be too highly applauded, nor the zeal of the State Superintendent in giving effect to that liberality, be too much admired; but it is questionable whether such purchases, and so general a report of the expenditure of so large a sum of money, would be deemed quite satisfactory in Canada, any more than the sole agency of the State Superintendent in distributing as well as selecting and purchasing the books for the libraries. It is also questionable whether the counties, townships, cities and towns

## LIBRARY WARNING FROM NEW YORK STATE.

### AMERICAN TESTIMONY IN FAVOUR OF THE UPPER CANADA SYSTEM OF PUBLIC LIBRARIES.

From a recent Report to the Canadian Legislature on Public Libraries in Upper Canada, and other matters, by the Chief Superintendent of Education, we make the following important and significant extracts. We commend them especially to the attention of enlightened Local Superintendents, School Trustees, and all others interested in the establishment and maintenance of public libraries in Upper Canada. The Chief Superintendent, after noticing the steps taken in Upper Canada to promote public libraries, thus refers to what has been done to accomplish the same object in the States of Ohio, Indiana, New York, and Rhode Island. The example of New York may justly be cited as a warning to Upper Canada:

*State of Ohio.*—"I will now advert briefly to what has been done in the neighboring States on this subject. By the Common School Act of the State of Ohio, which went into operation in 1854, the tenth of a mill on the valuation of property throughout the whole State was to be annually appropriated for the purchase of books and apparatus. That tax amounted the first year to eighty thousand dollars. Besides expending \$15,834.49 in the purchasing and distribution of school apparatus, the State Commissioner of Schools, in his annual report for 1855, makes the following statement in respect to the libraries:—"The subject of School District Libraries was fully discussed in the last annual report of the undersigned, and catalogue of

of Upper Canada would prefer to have 321 volumes apportioned and sent to them, or have a classified catalogue of more than 3,000 volumes, from which they could select such books as they might prefer, and in such quantities and at such times as they might desire them. It may also be remarked that the prices at which the books are stated to have been bought in such large quantities at New York for the Indiana township libraries, are, in most cases, not so low as the prices at which the same books are supplied in single copies to the local school and municipal authorities in the remotest townships of Upper Canada.

*State of New York.*—I now proceed to the justly famed State of New York, which has been held up as a pattern for imitation in the School Library System of Upper Canada. Many eloquent eulogies of the New York State School Library System have been written, both by English travellers and American educationists, and not without reason. But on investigating it in 1849 and 1850, tracing its history and working as detailed in successive reports, and consulting many intelligent citizens of that State as to its operations, I believed it not adapted to Upper Canada without great modifications, and likely to decline in usefulness, if not fail, in the State of New York itself. These views I expressed in a letter addressed to the Provincial Secretary, September 23rd, 1850; and I regret to say that the apprehensions then expressed have already been more than realized. Many years ago, the State Superintendent recommended an extensive series of books for the school district libraries; but they were to be supplied through the ordinary booksellers, and the only check upon the introduction of all kinds of books into the libraries, was the power of the State Superintendent to eject any improper book from them; an ungracious and impossible task in regard to a hundred thousand dollars worth of books per annum, and these scattered over a large proportion of nearly 11,000 school districts throughout the State. The State School Library Fund amounts to \$54,937 a year, and is expended upon the condition that a like sum to that apportioned be raised in each school district. Yet, in connection with the annual expenditure of this large sum, has the number of volumes in the school libraries decreased during the last four years at the rate of more than 50,000 volumes a year! The State Superintendent, in his Report for last year, laid before the Legislature the 27th January of the current year, after having stated the whole number of volumes in the school libraries each year from 1847 to 1857, inclusive, proceeds as follows:

"It will thus be seen that notwithstanding the large sum appropriated annually to an increase of the district libraries, the number of volumes reported in 1857 is but little in excess of that reported in 1848, and 226,277 less than that reported in 1853.\* To what particular cause this falling off is attributable, whether to the destruction of the books by use, or to their dispersion and loss by want of care and attention, I have no means of determining. A rational presumption would be, that the amount annually received from the State would, in most of the districts, be sufficient to guard against an actual diminution in the number of volumes possessed; but so far from this being the case, there has been an average decrease in the number of volumes during the last four years of 56,569 per annum. Certain it is, in many sections of the State, the interest heretofore felt in the preservation and increase of the district library has greatly diminished if it has not entirely ceased. That this is owing in part to the want of sound judgment in regard to the books selected is very probable. Works of an ephemeral character, embodying little amusement and less instruction, have too often been urged upon trustees, and found their way into the library more to the gratification of the publishing agent than the benefit of the district. It is true also, in many cases, that when a library has attained to a respectable number of volumes as measured in the estimation of those having it in charge, they look upon its enlargement as unnecessary, and seek to turn the appropriation from its legitimate purpose. Hence arise frequent applications to the department for leave to appropriate the library money to the payment of teacher's wages; whilst others, it is apprehended, divert it to this and other purposes, without the formalities required by law. Whilst I am not prepared to make a specific recommendation as to the legislative action required in the premises, the value of the property involved, to say nothing of the higher considerations connected with the subject, seems to demand some remedy for a rapidly accelerating evil."

Now it is a system of school libraries thus declining as rapidly of late years as it grew in former years, that we are called upon by certain parties to substitute for our present Canadian system of public libraries!

*State of Rhode Island.*—To the foregoing facts I will add the following extract from the report of 1856 by the Commissioner of Public Schools in the State of Rhode Island, containing as it does statements of peculiar interest, and a testimony to our Canadian Library System of the deepest significance:

"It should be the State's duty then to provide reading for such

purposes, in order that it may profit by all the talent it has discovered in the common school.

"It is believed that considerations like these have prompted our neighbors to engage in this very useful and very promising field. Massachusetts, many years ago, gave to each of her three thousand districts a school library worth thirty dollars. New York distributed more than a million of dollars among her inhabitants. Ohio pays a tax of one mill on a dollar, raising thereby some fifty thousand dollars annually, to give her children some good books to read. Indiana has expended two hundred thousand for the same great object; and Canada West annually gives to each of its districts a sum equal to that which it will raise by a tax on itself, for the great purpose of continuing the education of the children which the common schools begin. Other States, both east and west, are moving to elevate themselves by the same liberally devised and far seeing philanthropy. And shall we be less enterprising in our own behalf?"

"*The plan of providing such district school libraries, adapted by the Parliament of Canada West, is undoubtedly the wisest that has yet been acted upon.* It is in short this:—The Parliament by vote appropriated a specific sum to purchase a suitable number of books, charts and articles of apparatus for schools and school libraries. This sum was expended under the direction of the Superintendent of Public Education, and a large depository of excellent and select books for the reading of youth and older persons was made at the Office of Education. Whenever any school district or municipality wishes to form a library, it may send to the office of the General Superintendent a sum not less than five dollars, and the Superintendent adds one hundred per cent to the sum, and returns, at cost price, such books to the district as may, by a committee or otherwise, have been selected from the printed catalogue of the depository. Thus the books that go into libraries are books that have been well examined, and contain nothing that is frivolous, or that could poison the morals of those who read them; the libraries purchase them at the wholesale price, and of course can obtain a much larger amount of reading matter for their money than as though they had each made the purchase direct from the booksellers for themselves, and at the same time they are stimulated to do something for themselves as well as to ask that something may be done for them. It is believed that some such plan might be carried into effect in our own State greatly to the profit of the whole community."

After a further discussion of the subject the Chief Superintendent thus sums up:

I have argued this question upon general grounds, assuming that the private booksellers are as abundantly able to supply the variety of books recommended for the public libraries in Upper Canada as are the private booksellers in England. But what would be the condition of more than three-fourths of the Townships of Upper Canada could they not procure from the Department of Public Instruction the libraries, as well as the maps, globes, and school apparatus they require? But for the arrangements and catalogues of the Educational Department, they would not have known of the existence of most of these aids for their schools and that mental entertainment for their evenings and leisure hours, much less would they have been accessible to them. And even now, after all the information diffused by the Educational Department, how many of such aids and books could such Township and School Municipalities obtain from private booksellers? In what County or Township would or could the required supply be kept, and upon what terms, and with what guarantees? And if the result would be a sort of monopoly of certain booksellers in Toronto from whom local parties would obtain their supplies (assuming it possible to obtain such supplies), what would be the expense of the municipal and school authorities after payment of profits to each of these intervening agencies, and what security would they have against exorbitant prices, or as to the quality and kind of the articles and books required? If a bookseller had not a tenth of the articles and books mentioned in the official catalogues, and required by Municipalities, and sought to press upon them other publications of his stock, what other resource would such municipality have? The unsatisfactory working and declining state of the public school library system in the State of New York, as detailed above, is a sufficient illustration of the fruits of what is demanded by the book-selling assailants of our public library system, in a country where the private book trade is much more extended in its supplies and operations than in Upper Canada.

Whether, therefore, our system of providing public libraries, as well as maps, globes, and other school apparatus, be considered in regard to the higher or lower grounds above stated, the conclusion is that which was expressed by the President of the American Association for the advancement of Education at a late anniversary of that noble society, as quoted by the Earl of Elgin in a speech at Glasgow, after his return from Canada. The report says:—"The President made some remarks on the difficulty in the United States of procuring proper libraries for schools, keeping out bad books and procuring good

\* The number of volumes in 1853 being 1,604,210, and in 1857, 1,377,933.

ones at reasonable rates, and he strongly recommended the system adopted by the Educational Department at Toronto, Canada West."

If anything could add force to the official documents referred to, it would be the personal testimony of the Earl of Elgin, who was Governor General of Canada during the whole period of the establishment and maturing of the Normal and Library branches of the school system, who familiarised himself with its working, and aided on every possible occasion in its development. On one occasion, his Lordship happily termed the Normal School "the seed-plot of the whole system;" on another occasion, with no less force than heart, he designated "Township and County Libraries as the crown and glory of the institutions of the Province." On his resigning the Government of Canada, Lord Elgin prepared and presented to Her Majesty's Principal Secretary of State for the Colonies, an elaborate report of his Canadian administration. In that report, dated December, 1854, he devotes several pages to a comprehensive view of our school system, including a minute account of the system of public libraries, and the general machinery and administration of the school law and its results. It may not be inappropriate to give Lord Elgin's statement in his own words, omitting only the concluding part of it, in which he gives the statistics, and candidly states and discusses the question of religious instruction. After adverting to the comparative state of education in Upper Canada in the years from 1847 to 1853 inclusive, Lord Elgin proceeds as follows:

"In the former of these years the Normal School, which may be considered the foundation of the system, was instituted, and at the close of the latter, the first volume issued from the educational department to the public school libraries, which are its crown and completion. If it may be affirmed of reciprocity with the United States, that it introduces a new era in the commercial history of the province; so may it I think be said of the latter measure, that it introduces a new era in its educational and intellectual history. The subject is so important that I must beg leave to say a few words upon it before proceeding to other matters. In order to prevent misapprehension, however, I may observe that the term school libraries does not imply that the libraries in question are specially designed for the benefit of common school pupils. They are in point of fact, public libraries intended for the use of the general population; and they are entitled school libraries because their establishment has been provided for in the School Acts, and their management confided to the school authorities.

"Public school libraries then, similar to those which are now being introduced into Canada, have been in operation for several years in some states of the neighboring Union, and many of the most valuable features of the Canadian system have been borrowed from them. In most of the states, however, which have appropriated funds for library purposes, the selection of books has been left to the trustees appointed by the different districts, many of whom are ill qualified for the task, and the consequence has been that the travelling pedlars, who offer the most showy books at the lowest prices, have had the principal share in furnishing the libraries. In introducing the system into Canada, precautions have been taken, which I trust, will have the effect of obviating this great evil." (See page 96.)

## II. Papers on Public Libraries.

### 1. INFLUENCE OF THE PUBLIC LIBRARIES ON THE CHARACTER OF CANADIAN JURIES.

In regard to the Public Libraries now established in many of our Municipalities, the regulations, as far as I can ascertain, are strictly observed, and good care seems to be taken of the books. A considerable number are now in circulation. On entering almost any house some library books may be found in it. A taste for reading appears to be forming fast, and the influence which these books will exert for good will soon be evident. I think I mentioned formerly that the inhabitants of Dalhousie and Lanark, and of some other back townships, got up circulating libraries at the first formation of the settlement. The influence on the inhabitants has been such, that juries taken from those townships have more than once been complimented by the Judge on the Bench for their superior intelligence. The same good result may in time be naturally expected to follow from reading the many excellent books now circulating through our townships.—*Extract from the General School Report, for 1857, of J. A. Murdock, Esq., Local Superintendent of Bathurst, &c.*

### 2. THE COMPANIONSHIP OF GOOD BOOKS.

From a valuable Lecture by the Rev. S. S. Nelles, M. A., President of Victoria College, Cobourg, before the Mechanics' Institute of that town, we select the following interesting remarks:

The society of men was better than that of books, but after the companionship of good men, the next best thing which God has given

to the world is the companionship of good books. It might be objected that a book is soon read, whereas the conversation of a friend was of a more enduring character. This was a great mistake. A great book is as fresh and inexhaustible as a great man, e. g., Milton's *Paradise Lost*. It pleased, in some cases at least, the days of our childhood, and when taken up again in maturer years new beauties unfold themselves to our view in that magnificent poem. It is inexhaustible, and the only weariness felt by the reader was that arising from his inability to ascend to "the height of that great argument" which

"asserts Eternal Providence  
And justifies the ways of God to men."

Books are always accessible. There is no reserve about them to any one who comes prepared to hold intercourse with them. By means of them the great minds of the race acquire an *abiding and universal presence*; they travel down through all time, and through all lands. If HOMER could visit Canada we should see nothing of him—the old blind bard might go about the streets of Toronto with his cane—like Charles Mackay, he might visit Montreal, Hamilton, Toronto and Kingston—these great centres of civilization—but we should neither see nor hear him. But in his *works* we have him, and he was happy to assure the audience that there was no reserve at all about the old gentleman to any who came prepared to enjoy his society! The absence of books would be the greatest barrier to the progress of the world. Through their means we were acquainted with the progress made in science and art by all passages. We were not called upon to roll the stone of knowledge slowly and toilfully up hill only to be rolled back again. Without books history would be a mere collection of meagre fragments, instead of a continuous web woven by successive generations as time rolled it up.

The lecturer then proceeded to descant upon the freshness and vigor of the Anglo-Saxon tongue as a means for the development of the intellect, dwelling most eloquently on the connection between the great power which God had given to the Anglo-Saxon race and their nervous literature, which received its intellectual perfection under an influence incomparably superior to that of any other—pure religion. Our fine rich language was a golden reservoir into which was distilled from various sources that divine ambrosial liquor which was the common property of the race.

Some hints on the *selection of books* was next thrown out. A want of taste for reading was often owing to a bad choice of books. Let them begin with some light reading—such works as they could relish. He did not mean Novels—which should be avoided—but such a work as Robinson Crusoe, which, though a work of fiction, was something very different from the books generally understood by the term "Novel." It had deservedly been pronounced one of the finest works in the English language, both as a work of art and in respect to the moral lessons it conveys. Bunyan's *Pilgrim's Progress* might next be read—a work *sui generis*—the paragon of allegories. This inimitable work might be read in three ways: 1. As we read it in childhood, as a simple, interesting story; 2. As a work of art; and 3. As a book of divinity for the Christian. In any of these ways, in all of them, the book could not fail to please and instruct. Gulliver's *Travels*, though disfigured with the characteristic coarseness of its author—Swift—might be recommended as a means of forming and educating the taste for better things. Narratives, biographies, and auto-biographies would follow and pave the way for history. John Foster's *Life* was a work which greatly merited the attention of all, and Dr. Kane's *Arctic Discoveries* was a book full of adventures which no one could read without interest who had any soul for the romantic. Macaulay was then most happily introduced by the Lecturer as a bridge connecting romance with history; and few will dispute the justice of this keen sarcasm.

A most earnest warning was then poured forth against the reading of bad books whose "words eat as doth a canker," filling the mind with images which desolate and blast the soul. A caution was also given against wasting time over books intellectually poor—books in which there is no power of thought. A great book may be easily known by its powers of reaction. A great mind will move another with a force proportioned to its own power; and hence, if a book does not move us—does not produce activity of thought—it should be thrown aside as useless. He who is constantly conversant with great minds will imbibe their spirit. A great book will stir up the fountain of thought within—will make a new era in a man's life—will place him upon the high table-lands of thought. Even on common place themes it is better to read the works of great men. In fact, only great minds can invest common place subjects with new interest and beauty. Genius is among the rarest of the phenomena of earth, and we prize it in proportion. If we have time to spend, let us do so in the society of Princes.

The Lecturer next eloquently urged the advice of Dr. Arnold, to keep up the proper proportions of reading. God has never yet given the whole of truth to any one mind, or sect, or party, and if we would

avoid narrow-mindedness and bigotry we must learn to look upon truth in its various aspects. We may learn something even from an enemy, and to expose our minds solely to one train of ideas—the ideas of our sect or party, and those alone—is the surest way of training ourselves to be mono-maniacs, and has, in fact, led many a one to the Lunatic Asylum. God alone can view at a glance the whole field of science. Truth comes to us in fragments, but let us try and see as much of it as possible. Try first one window and then another, getting as enlarged ideas of universal truth as possible.

The Moral Power of Books was the last topic dwelt upon. There was a wholesome moral power not merely in religious books, strictly so called, but also in books of science and general learning. What drove men to saloons and bar-rooms but a desire for pastime? A cultivated intellect will place within their reach a relish for books, which, if the taste for baser pleasures be not already too deeply implanted, will hold their spirit with a fascination which it cannot break. The soul craves nourishment, and if these Institutes do anything to foster a taste for intellectual recreation and to furnish the means of gratifying it, they do a great work—a work which is greatly aided in this country at the present time by the Chief Superintendent of Education in the establishment of Public School Libraries.

### 3. LITERATURE IN THE CANADIAN BUSH.

An odd idea, certainly, since the bush is rather fruitful of chips than letters, and of choppers than scribes. Poets may find inspiration among the trees, but common people are more likely to find axes. The bush is not the best place for quickening thought. A man gets into the forest, and when the world outside forgets him, he is too prone to forget the world. Day follows day during the busy winter, and the only variety in his labours is furnished by the size and sort of trees which he fells. His body is wearied ere night comes, and his mind is apt to go to sleep long before his body. He is an active man; but in the eternal silence and the lack of change, mental sluggishness is prone to over-power him, and must do so if he do not put forth an effort to throw it off. It is true that summer brings greater variety, but there is so much sameness even in the variety of summer, that the drowsiness is apt to continue, and this more especially from the fact, that toil then is great, and reading almost impossible. The Bush in itself, is fitted to eat out thinking. A watch cannot tick unless it be wound up, and as little can a man. He must be wound up. But what key does the lonely cleared or newly cleared country afford for such a winding? None *per se*. In the country we lie on the grass on a summer day; we look at the "wimpling stream;" we listen to a bee humming half asleep, and then we go to sleep ourselves. In itself, the country is a Steepy Hollow, we incline to be its Rip Van Winkle, and the events which daily occur, are very likely to bump on our dulled senses, much after the manner of the legends of that famous place. We say we are apt to be so affected in the country; and we are no wise different from other people, but are amenable to the law common to the race, and we believe that the same circumstances will, in the long run, influence the ways of men in a similar fashion. And they do so unless counteracted, not only in Canada, but in every other level country. We repeat—"level country." Hilly countries are not so bad. In them the mountaineer is often excited. The shapes about him vary; the scenery is glorious and prophetic; the winds which rend his firs, and the tempests which confound the eternal hills, bring to the spirit of their tenant life and elasticity. But on the plain, the eye daily wanders over the same flat; there is no scenery at all; the wind speaks in a monotone and tempests come but seldom, and when they do, are only suggestive of injury to uncut meadows, or unhooused grain. Look at the level land of England. Sunny England! glorious England! Look, we say, and see the Boetians who there inhabit. They can handle a plow, curry a horse, and descant with vigour on a pig, but their minds doze in a flat as regular as that of the fields in which they vegetate, make ridges, and die. We say, that a quiet country, a level country, the tree land of our own Canada, all tend this way. The Bush is inherently soporific.

There is a cure, however. Mental stimulants may be imported. Letters may creep among the trees, and the unhealthy stagnation of the mental state of the forester be broken. You may thus make a wind play on his soul. You may thus soothe his weariness. You may thus excite him when torpid. You may thus make him a quiet thinker, but a thinker. You may send in Milton to sound vast symphonies in his reverential ear; you may send Thompson to kindle fancy as he speaks with nature; you may send Hemans to whisper of better lands, and Cowper to remind him of early days and "parents passed into the skies." All this you may do and much more. Books of history, and science, and Christianity, may walk up the side-lines, and diverge at the concessions, bringing their lessons of the past, the present, and the future to every door. And we rejoice that such fountains of thought well out all over our land. Often have we stumbled on "a lodge in some vast wilderness," and when we entered

its hospitable but unpretending walls, have discovered on the little hanging shelves, a row of Immortals. The man had friends beside him. He seemed alone, but he dwelt among many teachers. The greatest of earth's sons made their permanent abode under his rude roof. Then we find new books ever joining the old ones, and what one reader may not possess, he can borrow from a more knowing, or lucky, or wealthy neighbour. Thus is the "literature of the Bush" by no means scanty. We hope it may increase in the right direction. Certainly our rural population have every opportunity, and if any man is not taught and kept alive, he is numbed because he will not use the medicines which will save him.

We have spoken of private stores. We need only further allude to the village libraries which are everywhere being formed, to show others, and assure ourselves, that influences are at work, tending blessedly to the elevation of the yeomen of Canada.

We have dilated on books. We cannot forget the Press. The newspaper goes everywhere. Rummage the backmost of the back woods, and you can hardly find a house in which there is not a newspaper. We are too well aware indeed, that all is not done in this way which could be done; that the Press is not always so faithful a monitor as it might be; that its contents are not always so copious nor so select as they should be. We know all this. We feel our responsibility. Still a great deal is being done; and into the quiet of the forest, the "paper" brings life, tells much that is curious, yields many a laugh, affords instruction, and links the man and his rural household with the great centres of propulsion. We may safely count the newspaper as no despiseable portion of "the literature of the Bush."

Come we now to the schools. Riding through dark, rough pathways, now winding round a prone tree, now diverging to escape a gulping swamp, we have sometimes found ourselves in front of a square building which we knew to be a school-house. And as we listened for a moment, we have heard the hum of voices breaking the almost oppressive silence, and telling that little minds, germinant spirits, were at work there, learning that they were not mere animals, learning that thinking was to be done, and that there was a way to do it; learning from the noble school-books of our system, truths fitted to make them both wise and good, both useful and happy. Oh the school house is a blessed place! Dwarfed is his soul, whose heart throbs not as he hears it; miserable is that manniken who would limit its circle of usefulness; contemptible is the bigot, who, for some paltry sectarianism, would pollute its sanctity with his shibboleth; and still more contemptible is the temporizer, who, to gratify a clique, or to get favor from a caste, would in any way make it maimed, imperfect, or abortive. Yet there are such people; and these are the shame and weakness of our Province, true to nothing but themselves. However, let us hope that our schools may survive them. Assuredly the unutilized school system of Canada is its glory. It is raising a generation, and is preeminently to be reckoned as the foundation of "literature in the Bush."

But there are other elements at work in the production of the same material. These are scattered all over the country. Men of various professions; educated men; reading men; thoughtful men; these in their lectures in our villages and country towns are fostering and forming "the literature of the Bush." In this respect we believe Canada is as well off as any British Colony, and better off than the newer portions of the United States. For while such districts of the latter country are supplied with the lowest class even of American professional men, we, in Canada, have scattered everywhere, individuals who have been trained under loftier and more permeating influences, and have carried health, finish, and refinement into a life of comparative seclusion. These men are thus centres of happy influence always, indirectly by their tone of mind, directly by their efforts to train the people. Such appear in lecture rooms taking much trouble to instruct, and setting a literary standard of no mean sort before young Canada. We have heard, in essentially rural portions of this land, lectures delivered, which would have done honor to Exeter Hall.

We have spoken of the deadening influence of silent woods, monotonous toils, and a level country. We have spoken of the necessity for guarding against these stupifying tendencies. We said that they could be guarded against. We have now indicated the counteracting influences, the stimulants which are at work. And we feel encouraged; for we believe that not only does "literature in the Bush" not languish, but that there is all over the country, an increasing supply of knowledge, and increasing spurs to the mental life of our people.—*Globe*.

### 4. GIVE YOUR CHILDREN BOOKS.

Books are the cheapest teachers, and often the best. He who would have his children become good scholars and grow up thoughtful and intelligent men should provide them with books: nor mere school books, nor learned treatises on religion or govern-



ment; but books such as children can understand, and as they grow older, larger works of history, biography, travels, science and philosophy. Five dollars well spent for books will often advance a family of children, more than a whole year's schooling. I well remember with what a wild joy, I once, in boyhood, greeted my father's return from a visit to the city where at an auction he had purchased a bundle of new books. Among them were Sherwood's Stories, Robin's Journal, and two volumes entitled Scenes in Asia and Scenes in America. How through the long winter evenings I pored over these books! How the mind swelled with the new ideas it drank in! How I spelled away at the hard words, conquering in my zeal whole hosts of difficulties in the art of reading; and, better than all, kindling a thirst for reading and knowledge that lured me on and on, till I had mastered a course at college.

I do not mean to deny the need of school instruction; but the training of the schoolroom will be robbed of half its difficulties, and multiplied greatly in its results if children are provided with books which will interest and instruct them.

If you are too poor to buy books, set your children upon earning them for themselves. Give your boys some vacant corner of a field where they can raise a few bushels of corn, or allow them wages for any extra labor they may perform. Their work will be lightened and their souls enlarged by the efforts. So let the girls be permitted to earn a penny now and then, and when you go to town buy them good books. Better every way is such expenditure of the little sums your children will get than that of buying a sheep or calf or any other so called prudent investment, which engages them thus early in the mad chase for riches which makes the world so hard and selfish.—*Michigan Journal of Education.*

##### 5. THE TEACHER'S LIBRARY.

Every profession needs its apparatus and means for information to insure success, without frequent mistakes that may impair one's usefulness, and prove injurious to the interests of others. A man to be an accomplished jurist and a reputable lawyer, after having completed his prescribed course of study and qualified himself thoroughly for his profession, needs, as a preliminary, a judiciously selected Library that he may have all the legal decisions and authorities at his command, ready for use whenever he may require them. The divine cannot be a profound reasoner, nor a sound metaphysician without a thorough knowledge of the points of doctrine he is called to discuss, and of the system of divinity he is accustomed to teach; he cannot compare his own with different systems of theology without access to books where such doctrines are fully explained by those who believe them. Without these means of obtaining knowledge, he often becomes illiberal, and a bigot in his profession. Narrow-mindedness is the result. *One idea* is the all-absorbing theme of life. Devotion to one thing, or small things, narrows the scope of thought, and incapacitates the mind for comprehensive views of subjects contemplated.

In the medical profession, one must possess the best books, must be thoroughly versed in their contents and subjects, must possess a definite knowledge of the human system, and of all the parts that compose it. With perfect scientific knowledge, he must be an accurate observer of the nature and type of disease, and note carefully each successful remedy. Theory and practice are here combined. The reported cases of others, men of keen perceptions, and grasping minds of what has come under their observation, may be called in to great advantage; and thus the united wisdom of the experienced may become the common property of all. The lawyer, the minister, the doctor, each needs his library, and the Literary and Scientific Journals that expound the principles of his profession. No class of men need access to the books and journals of their profession, more than teachers. Those engaged in teaching are commanding a higher compensation than formerly, for their services; and rightly too. They cannot continue to merit public confidence, or be deserving of patronage unless they are advancing in a knowledge of the principles and requirements of their profession. The tendency of teaching is to egotism; and self is too frequently the motive power of action. When this feature displays itself prominently, we may reasonably infer that the teacher is on the retrograde, instead of advancing in a knowledge of the duties of his profession. Teachers without social intercourse and frequent interchange of views and sympathies, become prejudiced, iron-bound, uncourteous and illiberal. Associations, Journals, and Libraries are among the teacher's implements of expansive improvement. County Teachers' Associations should be attended. Educational Journals should be patronized, and let me here commend to the favorable consideration of every teacher in the country our own Journal of Education. The books of our profession contain valuable lectures and instructions, the experiments and experience of practical teachers, in conducting recitations, in the government and discipline of schools, illustrating the manner and methods of imparting instruction. By carefully conning the pages of such books, new ideas will

be acquired; a fresh impulse will be given to the teacher in the performance of his onerous duties; his mind will become vigorous and active, and his usefulness enhanced. Thoughts thus gained become one's own property; by a systematic digestion of them, they can be carried into successful operation in the school-room. Works treating of all the studies taught in schools, have been accumulating for some years past. A choice selection of these should occupy a space in every teacher's Library. The too common remark, "that every one must be his own original, and cannot be benefitted by the methods and experience of others," is absurd in the extreme. This sweeping conservative apology for non-improvement carried into practice would be striking at the root of every species of progress. By it the argument in favor of Normal Schools would fall to the ground. The teacher can be an artist, his own artificer, and, at the same time, use to advantage the tools of others. Methods and systems can be acquired, and used; and, perhaps, by the inventive powers of the teacher, improved. The talent of the teacher may not be so much wanting as his skill. The latter may be greatly increased by a knowledge of the thoughts and experience of others. This may be obtained from the writings, (books of others,) exhibiting their views, and the *modus operandi* of their schools. The teacher should be conversant with history, ancient and modern, and with the classic literature of the age, if he would be intelligent, magnify his office, and be an ornament to his profession. The frequent perusal of model writers purifies and elevates, furnishes alimant for conversation, and polishes language.

Men of experience have laid the foundation upon which we may erect the superstructure of surpassing beauty. Their toils have enriched the soil from which we may derive essential nutriment. Let us, then, as teachers, avail ourselves of their labours, with a spirit of commendable enthusiasm, emulate their virtues, equal their industry, and surpass their progress in a knowledge of the science of teaching. Man's usefulness is augmented in proportion to his increased capacity. The faithful teacher's impressions are indelibly imprinted upon the minds of his pupils. Unborn generations will possess them, and strangers will bless the honored instruments of good to them. Judicious reading is the key of immortality, that unlocks the treasures of human and divine wisdom.

O books, ye monuments of mind, concrete wisdom of the wisest;  
Sweet solaces of daily life; proofs and results of immortality;  
Trees yielding all fruits, whose leaves are for the healing of the nations;  
Groves of knowledge, where all may eat, nor fear a flaming sword;  
Gentle comrades, kind advisers; friends, comforts, treasures;  
Helps, governments, diversities of tongues, who can weigh your worth?—TUPPER.  
—*New Hampshire Journal of Education.*

[Note.—An extensive list of books suitable for Teachers Libraries in Upper Canada, will be found in the new Departmental Catalogue, pages 97—102. A copy of the catalogue has been sent to the County Clerks for distribution to every school, by the local superintendent. See also departmental notice on the last page of this Journal.

##### 6. A FEW WORDS ABOUT A LIBRARY.

"A good book," says John Milton, "is the precious life-blood of a master spirit, embalmed and cherished up on purpose to a life beyond life." In books the men of all times have left to us a permanent and substantial legacy. In some slight degree we may estimate the good which a man does while living; but if he write a book, wise and religious in its character, beautiful in its thoughts, and noble in its aspirations; if with the hand of genius he can touch the springs of human action, and the chords which vibrate in the depths of our being, then we cannot estimate the benefits conferred; for though centuries may pass away, though the surface of society may be changed and language itself be altered, the book will live, because it has within it an enduring principle of vitality.

In one of his letters, Cowper deploras with bitterness the uselessness of his life, and his inability to do anything for the cause of God; but at that very time Cowper was composing some of those poems, which are already known and loved wherever the English language is read, which have spoken peace to troubled spirits and given rest to weary hearts; which have shown how genius is consecrated and blessed by religion, and how wit and humour may become the handmaidens and auxiliaries of the highest truth. Often during his life John Foster lamented his weakness in the same manner. He could not preach like Hall and Chalmers; he could not take a leading position in our religious societies; but he has left to thinking, earnest men one work, at least, of incalculable value, and the number of editions which his "Essays" have passed through, show that the boon has been appreciated. But we cannot stay now to discuss the usefulness of particular authors, or the value of particular books. Our present object is to say a few, a very few, words about a library, and how to use it.

We have heard oftentimes very sage remarks from some of our friends as to book-buying mania. "Why," say they, "do you burden yourself with so many books? Can you ever read them all? Or, if you can, will you be the wiser for such a strange medley of

knowledge?" And then some prudent money-loving fellow chimes in with the sordid exclamation, "What a dead loss it will be if you sell them again?"

Sell them again, indeed! Does any book-lover ever think of selling his books? The dear old copies which he has treasured up from his youth—which he marked with pencil and with ink—which he has taken into the woods, when he has spent a day there—which he has read from hour to hour on the sea-shore, and then made a pillow upon the sand—sell them again! the grand old folios, the precious first editions, the black-lettered tomes, the moth-eaten octavos! Sell them again! the volumes which have soothed him when weary, which have strengthened him when faint, which have spoken softly to him in the quiet night hours; the friends for whom he has fled society and scorned wealth, and laughed at conventional distinctions. Sell them, indeed! The man might as well talk of selling his own children.

And, then, to that curt question, "Can you ever read them all?" we could reply in this manner: "Neither can we, nor would we if could." Doubtless Sir Thomas Fowell Buxton had his own reasons for recommending his son always to finish a book if he began it; but to us it does appear by no means pleasant advice. Think of wading through even the best writers in that slow and steady way? Nodding with Homer when he nods—going fast asleep with Spenser when he becomes wearied in the forest—visiting with Milton hell, heaven, and Eden, and passing from one to the other in regular progression, till we see Adam and Eve fairly out of the garden. Or think of reading Southey's "Doctor" straight through, or his "History of Brazil," or Hallam's "Literature of Europe," or the "Ancient Universal History," or Richard Baxter's works? No, no; we at once deny even the wish to perform such feats. We leave them to those mighty readers, those intellectual Brobdignags with whom we, in our inferior sphere, have no sympathy. But then although in our library there are ten or twelve volumes which we read through and through, there are hundreds which administer to our various mental moods, a few sentences from which will suggest trains of thought, or rouse inquiry, or recall loving memories, or stimulate sweet and not illusive hopes of a blissful future. And if some volumes may retain the same position on our shelves for weeks and months together, if the dust broods over them, and a chance cobweb settles on their leaves, do not therefore imagine that they are neglected. There are some friends whom we converse with little, although we love them well. We find it pleasant at times to be in their society, although we may not speak to them; but many a loving glance is exchanged, and many a happy thought is awakened by the sense of nearness.

And now for the other question put to us by a sapient friend: "Will you be the wiser for such a strange medley; but we deny the inference. The mind in its capabilities is almost boundless. It has ample space and verge enough." With some men, indeed, it is only a lumber room, full, but not furnished; with others it is a vast warehouse, containing many precious things, but concealed in clumsy packing-cases; while with others, again, though the apartment be full even to overflowing, every thing is in its right place for ornament or for use.

Do not, then, my friend, fear being surrounded on all sides by wise and good books; fear only lest thou slight or misemploy the wealth which they contain. Remember that the savage Australians ran for centuries over gold dust, and yet reaped no harvest. We certainly believe, then, that in itself a good library is a good thing, although in some cases it may be injurious to the possessor. The danger is obvious, and may be avoided. If, by the acquisition of many books, you cease deliberately and earnestly to think for yourself; if you are tempted to roam from subject to subject, glancing at it in a superficial and desultory manner, just to know what has been said upon it, your large library will become of little value. But if, with an honest intention, you have chosen a branch of study, convinced that for you it is the most appropriate, then oftentimes books apparently quite alien may be brought to bear upon it. One author may awaken suggestions, which, though leading you for awhile beyond your own mental territory, may bring you back to it at last enriched and benefited. Another writer may give you exactly the facts you need, and a third the impulses and inducements without which your labours would be conducted feebly or not at all. One may brace you for mental conflict, another may soothe and refresh your spirit; and thus, if not wanting to yourself, all may be subservient to the end you have in view.—*The English Leisure Hour.*

7. FREE LIBRARIES AND MUSEUMS IN ENGLAND.

Mr. David Chadwick, of Salford, read a paper on this subject at the recent meeting at Birmingham of the National Association for the promotion of social science, a brief summary of which may be not uninteresting to our readers.

Mr. Chadwick commenced by stating that he had been induced to write the paper in consequence of the inquiries made by Lord Brougham, the president of the Association, on his recent visit to Manchester. The old free libraries, and those of Sunday schools and of mechanics' and other institutions, are compared with the new free reference and lending libraries recently established under Mr. Ewart's acts. Amongst other interesting statements, the following statistical returns are given:—

MECHANICS' AND OTHER INSTITUTIONS.

	No. of Members.	No. of vols. in Library.	No. of issues during last year.	No. of times the whole of the volumes have been issued last year.
Manchester Athenæum.....	924	15,000	27,512	Twice.
Manchester Mechanics' Institution.....	938	15,000	33,420	2½ times.
Salford do.....	200	2,000	2,403	1½ times.
Pendleton do.....	160	1,400	2,800	Twice.
Manchester Young Men's Christian Institution.....	609	1,720	4,635	2½ times.
Liverpool Mechanics' Institution.....	.....	16,000	18,000	Once.
Leeds do.....	1,541	10,000	46,360	4½ times.
Brighton do.....	750	3,369	1,400	41 per cent., or once in 2½ years.
Carlisle do.....	.....	4,000	12,960	3½ times.

A brief reference is then made to the mode prescribed by Mr. Ewart's acts, for taking a poll of the inhabitants for the establishment of free libraries and museums, and the amount authorized to be raised by the libraries' rate, viz., one penny in the pound on the annual value of property.

The following towns have recently established, or taken the preliminary steps to establish, free public libraries, viz.: Warrington, Salford, Manchester, Norwich, Winchester, Cambridge, Bolton, Liverpool, Sheffield, Oxford, St. Helens, Hertford, Birkenhead, Kidderminster, Lichfield, Leamington, Westminster, King's Lynn, Newcastle, Preston, and Aberdeen.

The following towns have rejected the proposition to establish free libraries, viz.: Exeter, Birmingham, Cheltenham, London (City), Islington (London), Haslingdon, Hull, and St. Mary-le-bone (London.)

Various statistical returns are then given of the number and classification of the books, the number of borrowers, and their ages and trades or business, the number of visitors to the reading rooms and museums, and the daily average of books issued, together with returns of annual expenditure.

The following tables show the number of volumes and the issues in seven of the principle new free libraries, and four of the old free libraries:—

NEW FREE PUBLIC LIBRARIES.

	Number of Volumes.	Total Issues last year.	No. of times the whole library has been circulated last year.	Average daily issues.
Liverpool.....	41,490	474,546	nearly 12	1,581 vols.
Manchester.....	32,573	166,553	5	521 "
Salford.....	20,438	147,300	7½	491 "
Bolton.....	15,097	78,670	5½	262 "
Sheffield.....	7,084	120,875	17	402 "
Oxford.....	4,520	26,000	6	86 "
Cambridge.....	2,879	14,628	6	48 "

OLD FREE LIBRARIES.

	Total No. of Volumes.	Total issues last year.	No. of times the whole library has been circulated during the year.	Average daily issues, at 300 days per year.
British Museum, open to ticket holders from 9 to 4 in winter, and from 9 to 6 in summer.....	565,000	416,302	Not quite once.	1,389
Archbishop Marsh's Free Library, Dublin, open from 11 till 3 daily.....	18,300	7,000	About once in 2½ years.	23
Robinson's Free Library, Armagh, open from 12 to 3 in winter, and from 12 to 4 in summer.....	10,000	Not given; very few.	.....	.....
Cheetham's Free Library, Manchester, open daily from 10 to 4.....	21,000	3,851	Once in 5½ years.	12

It will be seen by the above returns, that the number of issues from public libraries is generally in proportion to the opportunities

afforded for their use to the working classes. If the libraries are closed in the evenings, the number of issues (and consequently the actual use of the libraries) is less per annum than the total number of books in the library.

If libraries are open only at stated periods, or require the privilege to be paid for, as in the case of the libraries at mechanics' institutions, the issue of the whole number of books in the library is limited to about *twice* per annum. But if, as in the case of free libraries generally, they are open all day, till about nine o'clock in the evening, the circulation, or issue, of books in the libraries, will average about seven times the total number.

Although the circulation of the books in a public library will, to a great extent, be governed by the proportion of the works of popular authors which it contains, yet it is proved, by the classified returns, that even in the case of learned and scientific works, the proportion of their issues from the new free libraries is many times greater than in other libraries. And whilst the number of issues from the new free libraries is so great, and the benefit derived by the working classes so undoubted, it is one of the most gratifying circumstances connected with these establishments, and, at the same time, one in which there has hitherto been no exception, that the amount of damage done to the books is so small as to be unappreciable.

The damage other than ordinary wear and tear in eight years to the books in the Salford libraries is less than 10s., and the damage to the Manchester libraries less than 20s. As regards public museums, the restricting the hours of attendance to not later than four p. m. has the same effect in preventing the mass of the people visiting them as in the case of public libraries: notwithstanding the incomparable superiority of the British Museum to all others, it appears that the total number of visitors last year, was:

To the British Museum .....	361,000
Derby Free Museum (Liverpool) .....	123,000
Royal Free Museum (Salford) .....	580,000

(The number of visitors to the Salford Royal Museum, in the present year, will exceed 800,000.)

These extraordinary results can only be accounted for on the grounds that, at Salford, the Museum is open from ten a. m. to dusk (Sundays excepted) during the whole of the year, and therefore during the summer months affords great convenience for the visits of the working classes. By the inspection of the articles and specimens in the museum the readers from the library are enabled to obtain a better and more intimate acquaintance with any department of history, science, or the arts, capable of being illustrated by the objects exhibited in the museum. Each branch of the institution, by this means, contributes to the value and usefulness of the other.

In conclusion, it is remarked, that the feelings of independence, and the reluctance to accept anything in the shape of charity, which are entertained by the working classes generally, are in no way interfered with by the operation and management of free libraries. The working people know that as inhabitants and householders they contribute according to their rental towards the cost of maintaining them, and therefore they participate in the enjoyment of the privileges of free libraries and museums on terms of perfect equality with all other persons. It may safely be asserted that these institutions, where they have been already established, have afforded to the mass of the people better means of improving their intellectual, moral and social position, than any other single movement of recent date.

The writer concludes by expressing his own personal hopes that the facts which it has been the object of this paper to exhibit in proof of the very great benefits of free public libraries and museums, supported by a library rate, and under the management of the local authorities, will induce the people of Birmingham, and other densely populated towns again to consider, with anxious and careful attention, and without further delay, whether the time has not already arrived for the immediate establishment of free public libraries and museums in their respective districts.—*English S. S. Teach. Mag. & Jour. of Education.*

### 8. A VISIT TO THE LIBRARY OF MEMPHIS.

The first which the librarian drew out and showed us were ten in number; the so-called sacred books of the prophets, which treated of the laws relating to the worship of the gods and the doctrines of the divinities. Every one of them was at least thirty feet long, divided into large sections and sub-divisions, and with respect to every one of these subdivisions the laity could easily conjecture the contents by vignette-titles. There were represented in these vignette-titles sacrificial solemnities, processions, various figures of the gods, with all their attributes, and the pictures of the sacred animals. Ten other books, likewise shown us, were on liturgical subjects, and contained prescriptions for worship; two others, hymns and prayers, which the Hieroskolists and singers had particularly imprinted for themselves.

The first glance convinced me that these latter, if they were not rhythmical and measured in our sense, yet had a poetic cast, and were destined to be sung off according to certain regular melodies. The songs were all divided into a number of strophes, some into twenty and more, of equal length, which always begun and ended with the same words. There were the twenty-two religious books, in a closer sense of the term; to them were added fourteen other, which, too, were regarded as sacred, because they treated of the sacred writings in all the relations of hieroglyphics, art of drawing, of geometrical representation, cosmography, geography, topography, &c. I would gladly have more accurately studied these books, but the time was too short and the books too long; and the sacred scribes only could perfectly expound them, who on their part instructed the wealthy young Egyptians in the outlines of the art of sacred writing. I saw merely, by a hasty glance at the titles, that they were thrice inscribed to the great Thoth, the Hermes Trismegistus of the Greeks. The juridical literature was of the least extent. Its basis served eight book-rolls, in which the collective laws of the land were distinguished. They contained the criminal laws, the laws as to marriage, those as to war, and the laws of trade, &c. These were all short and compact, mentioning only the crime and the punishment attached to it from the earliest times.

An innumerable multitude of other rolls contained the papers of the different trials brought down even to the then present day, such as in modern times would hardly find place in a library; the documents of accusation or of defence, and the judgments of the courts. The six medical books, too, which, as is well known, were borne in the processions by the so-called Pastophori, I had laid before me. The first of them treated of the organism of the body; all its single parts were delineated in rough sketches, and described as accurately as possible; and, so far as I could judge, there was more attention bestowed on the outer than the inner parts. The second treated of diseases, a third of cures, the others of surgical instruments, &c. But particularly interesting to me was a little book which the "governor of the books" brought out only after many requests by my little conductor. It was the so-called "Holy Ambres." It contained a short account of all the symptoms of disease and the judgment every time made, whether or not the cure was possible, so that the prophets could decide respecting the life or death of patients seeking counsel of them. The principal Egyptian diseases, such as plagues, leprosy, inflammations of the eye, and others, were here so accurately described in their particular appearance, that I was convinced Moses drew from it his medical wisdom which we find laid down in his books. The number of astronomical and astrological books was large; and especially important appeared to me an astrological work, which I took into my hand, and of which the name of Petosiris was given in the superscription as its author. It contained the secret science of the effects of the planets, and the influence which they exert on the destiny of a new-born child in the hour of his birth, according as they stand in this or that house or decan. Innumerable examples were annexed as an appendix; from Menes even to the time of the Eighteenth Dynasty, the destinies of the most important kings and state officers were collected together with the constellations of their natal hours. The astronomy was also expressed in other books with a surprising accuracy for that period. The place of the fixed stars and the constellations, the planets, the division of the sun's path, the conjunctions and phases of the sun and moon, as well as the rise and setting of stars, the reckoning of time, the whole calendar, and some astronomical periods—the Apis periods, the Phoenix periods, and the Sothis periods, or cycles—were given in them most definitely.

### III. Poetry.

#### 1. OUR GOOD OLD FLAG.

Up with the flag—the good old flag  
Launch out upon the breeze  
St. George's ensign high and proud,  
The flag of land and seas  
On which the bright sun never sets—  
The flag round which of yore  
Our fathers built a wall of fame,  
Cemented with their gore.

Up mast-high with its heavy folds—  
Up, up above them all—  
Our flag must float supreme where'er  
Our British bugles call.  
It brooks no braggadocio's boast—  
It side by side may run  
In friendly faith—but higher place  
That flag accords to none.



Up with our Flag—the glorious flag—  
 Beneath whose sheltering shade,  
 Religion—Freedom—Commerce—Faith—  
 Their homes have surely made.  
 Up with the flag—before whose flaunt  
 Its foes melt, like as snow  
 Melts 'neath the bright sun's solvent power,  
 And sinks in earth below.

Then still let Britons round their Queen—  
 Round old Britannia's throne—  
 Plant British bulwarks—British hearts—  
 Whose best blood is her own.  
 And wheresoe'er old Britain's flag  
 Streams out o'er hill and dale,  
 There British hands and British hearts  
 Will ever more prevail.

**JOURNAL OF**  **EDUCATION,**  
 Upper **CANADA.**

TORONTO: JUNE, 1858.

\*.\* 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.

**CIRCULAR TO HEADS OF MUNICIPAL COUNCILS  
 IN COUNTIES AND CITIES IN UPPER CANADA.**

SIR,—I have the honor to transmit you herewith an advertisement of the opening, and course of instruction to be pursued in the Model Grammar School for Upper Canada.

As it is a Provincial, and not a local, Institution, the Council of Public Instruction have resolved to apportion the pupils to be admitted to each County and City in Upper Canada.

The object of this Circular is to bring the subject under the notice of the Council over which you preside, in order that if the Council should think proper at present, or at any future period, to select by examination before a Committee or Board of Examiners appointed for that purpose, three of the most meritorious pupils within its jurisdiction, and assist them by scholarships or bursaries, to attend the Model Grammar School, the preference would be given to them over all other applications from the same County.

I will only add that it is intended that the School shall be in reality what its name imports,—a Model Grammar School for Upper Canada.

I have the honor to be,

Sir,

Your obedient servant,

E. RYERSON.

EDUCATION OFFICE,

Toronto, 8th June, 1858.

**MODEL GRAMMAR SCHOOL FOR UPPER  
 CANADA.**

The object of the Model Grammar School is to exemplify the best methods of teaching the branches required by law

to be taught in the Grammar Schools—especially the elementary Classics and Mathematics—as a model for the Grammar Schools of the Country, as is the Model Common School a pattern for the Common Schools. It is also intended that the Model Grammar School shall, as far as possible, secure the advantages of a *Normal Classical School* to candidates for masterships and teacherships in the Grammar Schools; but effect cannot be given to this object of the Model Grammar School during the first few months of its operation. The utmost care has been taken to select duly qualified and able Masters. The pupils will board in private houses sanctioned by the Council, at prices agreed upon by the parents of the pupils and the keepers of the houses. A pupil will be allowed to board in any private family at the request of his parents. The following are the regulations which have been adopted in regard to the opening of the School:

*Extract from the Minutes of the Council of Public  
 Instruction, 30th March, 1858.*

Ordered, 1. That the Model Grammar School shall be opened for the admission of pupils on the second Monday in August, 1858.

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

3. That the subjects of instruction shall be the same as those appointed for the County Grammar Schools.

4. That no persons shall be admitted to the Model Grammar School who do not purpose taking up the the prescribed course of instruction.

5. That the Scholastic Terms shall be the same as those appointed for the County Grammar Schools, viz. :—

There shall be four Terms each year, to be designated, the Winter, Spring, Summer and Autumn Terms. The Winter Term shall begin the 7th January, and end the Tuesday next before Easter; the Spring Term shall begin the Wednesday after Easter, and close the last Friday in June; the Summer Term shall begin the second Monday in August, and end the Friday next before the 15th October; the Autumn Term shall begin the Monday following the close of the Summer Term, and shall end the 22nd December. And that the fee for admission shall be Five Dollars per term, payable in advance.

6. That three pupils from each County, and two from each City in Upper Canada shall have the prior right of admission; and if any County or City shall not avail itself of this privilege, then other duly qualified applicants shall be admitted in the order of their applications.

7. That all applications for admission shall be transmitted to the Chief Superintendent of Education, on or before the first day of July, 1858.

**APPORTIONMENT OF THE LEGISLATIVE SCHOOL GRANT OF UPPER CANADA, FOR THE YEAR 1858.**

*Circular to the Clerk of each County, City, Town, and Village Municipality in Upper Canada.*

SIR,—I have the honor to transmit herewith a certified copy of the apportionment for the current year of the Legislative School Grant to each City, Town, Village, and Township in Upper Canada. This apportionment will be payable at this office to the agent of the Treasurer of your Municipality, on the 1st of July, provided that the School Accounts have been duly audited, and together with the Auditors' and other reports, have been transmitted to the Department.

Considering the number of applications during 1857, for aid from the Poor School Fund, I have thought it desirable to appropriate a few hundred pounds from that fund, and divide it among those new and thinly settled Counties where the ordinary legislative and municipal grants have not been sufficient to enable Trustees to sustain the Schools during the school year.

I have not deducted the apportionment to the Roman Catholic Separate Schools from each individual City, Town, and Township, as was done in former years, but I have reserved a special sum from which to make an apportionment direct to each School having a claim upon the fund. This is a most equitable and satisfactory mode of apportioning the grant, and it is one which, while it provides the legal apportionments to Separate Schools, does not so directly and materially lessen the resources of those Municipalities in which these Separate Schools happen to exist.

I trust the exertions and liberality of your Council will be increased in proportion to the growing necessity and importance of providing for the sound and thorough education of all the youth of the land.

I have the honor to be, Sir,

Your obedient Servant,

E. RYERSON.

EDUCATION OFFICE,

Toronto, 1st June, 1858.

*Apportionment to Townships for 1858.*

1. COUNTY OF GLENGARRY.	
TOWNSHIPS.	APPORTIONMENT.
Charlottenburgh.....	\$607.00
Kenyon .....	531.00
Lancaster .....	482.00
Lochiel .....	634.00
	\$2254.00
2. COUNTY OF STORMONT.	
Cornwall.....	\$588.00
Finch .....	156.00
Osnabruck.....	588.00
Roarborough .....	297.00
	\$1629.00
3. COUNTY OF DUNDAS.	
Matilda .....	\$488.00
Mountain .....	401.00
Williamsburgh.....	546.00
Winchester .....	403.00
	\$1838.00
4. COUNTY OF PRESCOTT.	
Alfred .....	\$120.00
Caledonia .....	118.00
Hawkesbury, East .....	392.00
Hawkesbury, West.....	301.00
Leagueuil .....	196.00
Plantagenet, North .....	213.00
Plantagenet, South.....	126.00
	\$1463.00
5. COUNTY OF RUSSELL.	
Cambridge .....	\$60.00
Clarence.....	59.00
Cumberland.....	216.00
Russell .....	140.00
	\$477.00
6. COUNTY OF CARLETON.	
Fitzroy .....	\$365.00
Gloucester.....	425.00
Goufbourn.....	393.00
Göwer, North .....	229.00
Huntley.....	283.00
March.....	53.00
Marlborough .....	316.00
Nepean .....	494.00
Osgood .....	400.00
Torbolton .....	63.00
	\$3038.00

7. COUNTY OF GRENVILLE.	
TOWNSHIPS.	APPORTIONMENT.
Augusta .....	\$677.00
Edwardsburgh .....	523.00
Gower, South .....	99.00
Oxford .....	444.00
Wolford .....	391.00
	\$2134.00
8. COUNTY OF LEEDS.	
Bastard and } .....	\$522.00
Burgess, South } .....	
Crosby, North.....	212.00
Crosby, South .....	175.00
Elizabethtown .....	640.00
Elmsley, South .....	119.00
Kitley .....	475.00
Leeds and Lansdown, front.....	444.00
Leeds and Lansdown, rear .....	217.00
Yonge and Escott, front .....	345.00
Yonge and Escott, rear .....	232.00
	\$3681.00
9. COUNTY OF LANARK.	
Bathurst .....	\$384.00
Beckwith .....	350.00
Burgess, North .....	144.00
Dalhousie and Lavant .....	147.00
Darling .....	97.00
Drammond .....	227.00
Elmsley, North .....	190.00
Lanark .....	263.00
Montague .....	391.00
Packenham .....	244.00
Ramsay .....	420.00
Sebastopol.....	40.00
Sherbrooke, North.....	28.00
Sherbrooke, South.....	93.00
	\$3046.00
10. COUNTY OF RENFREW.	
Admaston .....	153.00
Alice .....	37.00
Bagot and Blithfield .....	103.00
Bromley.....	109.00
Brougham .....	72.00
Burdenell and Algona .....	50.00
Grattan .....	89.00
Horton .....	97.00
McNab .....	201.00
Pembroke and Stafford.....	110.00
Ross .....	145.00
Westmeath .....	103.00
Wilberforce .....	94.00
	\$1363.00

11. COUNTY OF FRONTENAC.	
TOWNSHIPS.	APPORTIONMENT.
Bedford .....	\$114.00
Kingston .....	546.00
Loughborough .....	243.00
Pittsburgh and Howe Island.....	435.00
Portland and Hinchinbrooke.....	282.00
Sterrington .....	230.00
Welfe Island.....	316.00
	\$2166.00
12. COUNTY OF ADDINGTON.	
Amherst Island .....	\$151.00
Camden, East .....	770.00
Brustown.....	529.00
Sheffield.....	290.00
	\$1720.00
13. COUNTY OF LENOX.	
Adolphustown .....	\$68.00
Fredericksburgh.....	353.00
Richmond.....	355.00
	\$776.00
14. COUNTY OF PRINCE EDWARD.	
Ameliasburgh .....	\$327.00
Athol .....	207.00
Hallowell .....	322.00
Hillier .....	391.00
Marysburgh .....	460.00
Sophiasburgh .....	297.00
	\$1974.00
15. COUNTY OF HASTINGS.	
Hungerford .....	\$442.00
Huntingdon .....	238.00
Madoc, Elzevir and Tudor .....	313.00
Marmora .....	126.00
Rawdon .....	474.00
Sidney.....	475.00
Thurlow.....	526.00
Tyendinaga .....	790.00
	\$3384.00
16. COUNTY OF NORTHUMBERLAND.	
Alnwick .....	\$101.60
Brighton .....	482.40
Oranthe .....	419.20
Haldimand .....	504.80
Hamilton .....	540.40
Monaghan, South .....	156.40
Percy .....	372.40
Murray .....	392.00
Seymour.....	390.60
	\$3268.80

## 17. COUNTY OF DURHAM.

TOWNSHIPS.	APPORTIONMENT.
Cartwright .....	\$247.20
Cavan .....	482.00
Clarke .....	683.00
Darlington .....	795.20
Hope .....	563.60
Manvers .....	376.80
	\$3152.80

## 18. COUNTY OF PETERBOROUGH.

Asphodel .....	\$248.00
Belmont and Methuen .....	45.00
Douro .....	288.00
Dummer and Burleigh .....	238.00
Ennismore .....	96.00
Monaghan, North .....	116.00
Otonabee .....	454.00
Smith and Harvey .....	292.00
	\$1778.00

## 19. COUNTY OF VICTORIA.

Eldon .....	\$163.00
Emily .....	428.00
Fenelon .....	62.00
Mariposa .....	488.00
Ops .....	360.00
Verulam .....	70.00
	\$1571.00

## 20. COUNTY OF ONTARIO.

Brook .....	\$463.20
Mara and Rama .....	154.40
Pickering .....	934.40
Reach .....	544.00
Scott .....	148.80
Scugog Island .....	40.40
Thorah .....	152.00
Uxbridge .....	275.20
Whitby .....	646.80
	\$3359.20

## 21. COUNTY OF YORK.

Etobicoke .....	\$402.00
Georgina .....	127.00
Gwillimbury, North .....	150.00
Gwillimbury, East .....	463.00
King .....	800.00
Markham .....	994.00
Scarborough .....	603.00
Vaughan .....	880.00
Whitchurch .....	587.00
York .....	1047.00
	\$6053.00

## 22. COUNTY OF PEELE.

Albion .....	\$516.00
Caledon .....	448.00
Chinguacousy .....	858.00
Gore of Toronto .....	146.00
Toronto .....	742.00
	\$2710.00

## 23. COUNTY OF SIMCOE.

Adjala .....	\$272.00
Essa .....	186.00
Flos .....	60.00
Gwillimbury, West .....	493.00
Innisfil .....	228.00
Medonté .....	189.00
Mono .....	349.00
Mulmur .....	114.00
Nottawasaga .....	341.00
Orillia and Matchedash .....	100.00
Oro .....	294.00
Sunnidale .....	36.00
Tay and Tiny .....	105.00
Tecumseth .....	429.00
Tossorontio .....	75.00
Vespra .....	109.00
	\$3380.00

## 24. COUNTY OF HALTON.

TOWNSHIPS.	APPORTIONMENT.
Esqueping .....	\$753.00
Nassagaweya .....	216.00
Nelson .....	483.00
Trafalgar .....	734.00
	\$2186.00

## 25. COUNTY OF WENTWORTH.

Ancaster .....	\$424.00
Barton .....	120.00
Beverly .....	678.00
Binbrooke .....	184.00
Flamborough, East .....	368.00
Flamborough, West .....	399.00
Glanford .....	202.00
Saltfleet .....	284.00
	\$2659.00

## 26. COUNTY OF BRANT.

Brantford .....	\$686.00
Burford .....	566.00
Dumfries, South .....	420.00
Oakland .....	78.00
Onondaga .....	224.00
	\$1969.00

## 27. COUNTY OF LINCOLN.

Caistor .....	\$183.00
Clinton .....	327.00
Gainsborough .....	334.00
Grantham .....	390.00
Grimsby .....	292.00
Louth .....	204.00
Niagara .....	229.00
	\$1959.00

## 28. COUNTY OF WELLAND.

Bertie .....	\$339.00
Crowland .....	222.00
Humberstone .....	185.00
Pelham .....	274.00
Stamford .....	337.00
Thorold .....	308.00
Wainfleet .....	178.00
Willoughby .....	122.00
	\$1965.00

## 29. COUNTY OF HALDIMAND.

Canborough .....	\$144.00
Cayuga, North .....	295.00
Cayuga, South .....	86.00
Dunn .....	102.00
Moulton and Sherbrooke .....	298.00
Oneida .....	208.00
Rainham .....	236.00
Seneca .....	331.00
Walpole .....	476.00
	\$2176.00

## 30. COUNTY OF NORFOLK.

Charlotteville .....	\$378.00
Houghton .....	242.00
Middleton .....	201.00
Townsend .....	726.00
Walsingham .....	401.00
Windham .....	305.00
Woodhouse .....	350.00
	\$2603.00

## 31. COUNTY OF OXFORD.

Blandford .....	\$163.00
Blenheim .....	537.00
Dereham .....	496.00
Nissouri, East .....	280.00
Norwich, North .....	400.00
Norwich, South .....	333.00
Oxford, North .....	138.00
Oxford, East .....	276.00
Oxford, West .....	241.00
Zorra, East .....	351.00
Zorra, West .....	432.00
	\$3647.00

## 32. COUNTY OF WATERLOO.

TOWNSHIPS.	APPORTIONMENT.
Dumfries, North .....	\$411.00
Waterloo .....	1028.00
Wellesley .....	504.00
Wilmot .....	770.00
Woolwich .....	441.00
	\$3154.00

## 33. COUNTY OF WELLINGTON.

Amaranth .....	\$68.00
Arthur .....	167.00
Eramosa .....	336.00
Erin .....	442.00
Garafra .....	265.00
Guelph .....	298.00
Maryborough .....	175.00
Minto .....	24.00
Nichol .....	333.00
Peel .....	337.00
Pilkington .....	285.00
Puslinch .....	481.00
	\$3211.00

## 34. COUNTY OF GREY.

Artemesia .....	\$209.00
Bentinck .....	286.00
Collingwood .....	28.00
Derby .....	22.00
Egremont .....	179.00
Euphrasia .....	37.00
Glensig .....	99.00
Holland .....	161.00
Melancthon and Proton .....	123.00
Normanby .....	29.00
Osprey .....	62.00
St. Vincent .....	216.00
Sullivan .....	54.00
Sydenham .....	202.00
	\$1750.00

## 35. COUNTY OF PERTH.

Blanchard .....	\$318.00
Downie .....	312.00
Easthope, North .....	330.00
Easthope, South .....	208.00
Ellice .....	157.00
Fullarton .....	241.00
Hibbert .....	381.00
Logan .....	402.00
Mornington .....	233.00
	\$2522.00

## 36. COUNTY OF HURON.

Ashfield .....	\$186.00
Biddulph .....	290.00
Colborne .....	168.00
Elma and Wallace .....	85.00
Goderich .....	370.00
Grey .....	38.00
Hay .....	119.00
Hullet .....	201.00
McGillivray .....	277.00
McKillop .....	322.00
Morris .....	28.00
Stanley .....	332.00
Stephen .....	177.00
Tuckersmith .....	255.00
Usborne .....	208.00
Wawanosh .....	170.00
	\$3226.00

## 37. COUNTY OF BRUCE.

Arran .....	\$120.00
Brant .....	156.00
Bruce .....	142.00
Carrick .....	75.00
Culross .....	75.00
Elderslie .....	31.00
Greenock .....	89.00
Huron .....	150.00
Kincardine .....	255.00
Kinloss .....	75.00
Saugeen .....	92.00
	\$1260.00

38. COUNTY OF MIDDLESEX.	
TOWNSHIPS.	APPORTIONMENT.
Adelaide.....	\$328.00
Carradoc.....	354.00
Delaware.....	128.00
Dorchester, North.....	314.00
Ekfrid.....	241.00
Lobo.....	358.00
London.....	934.00
Metcalfe.....	138.00
Mosa.....	284.00
Nissouri, West.....	304.00
Westminster.....	612.00
Williams.....	249.00
	<b>\$4244.00</b>

39. COUNTY OF ELGIN.	
Aldborough.....	\$151.00
Bayham.....	492.00
Dorchester, South.....	162.00
Dunwich.....	272.00
Malahide.....	461.00
Southwold.....	653.00
Yarmouth.....	624.00
	<b>\$2815.00</b>

40. COUNTY OF KENT.	
Camden and Zone.....	\$207.00
Chatham.....	207.00
Dover, East and West.....	222.00
Harwich.....	339.00
Howard.....	404.00
Orford.....	179.00
Raleigh.....	360.00
Romney.....	68.00
Tilbury, East.....	108.00
	<b>\$2154.00</b>

41. COUNTY OF LAMBTON.	
Bosanquet.....	\$190.00
Brooke.....	94.00
Dawn.....	81.00
Enniskillen.....	18.00
Euphemia.....	224.00
Moore.....	234.00
Plympton.....	267.00
Sarnia.....	84.00
Sombra.....	218.00
Warwick.....	385.00
	<b>\$1770.00</b>

42. COUNTY OF ESSEX.	
TOWNSHIPS.	APPORTIONMENT.
Anderdon.....	\$141.00
Colchester.....	211.00
Gosfield.....	230.00
Maidstone.....	139.00
Malden.....	283.00
Mersea.....	166.00
Rochester.....	166.00
Sandwich.....	561.00
Tilbury, West.....	82.00
	<b>\$1979.00</b>

Apportionment to Cities, Towns and Villages for 1858.

CITIES.	
Toronto.....	\$4400.00
Hamilton.....	1920.00
Kingston.....	1520.00
London.....	1440.00
Ottawa.....	1120.00
	<b>\$10,400.00</b>

TOWNS.	
Belleville.....	\$574.00
Bowmanville.....	220.00
Brantford.....	510.00
Brockville.....	440.00
Chatham.....	348.00
Cobourg.....	384.00
Collingwood.....	in Township.
Cornwall.....	190.00
Dundas.....	369.00
Galt.....	277.00
Goderich.....	280.00
Guelph.....	384.00
Lindsay.....	in Township.
Milton.....	in Township.
Niagara.....	327.00
Oakville.....	in Township.
Owen Sound.....	142.00
Paris.....	245.00
Perth.....	200.00
Peterborough.....	243.00
Picton.....	189.00
Port Hope.....	440.00
Prescott.....	243.00
Sandwich.....	in Township.
Sarnia.....	100.00
St. Catharines.....	554.00
Whitby.....	203.00
Windsor.....	129.00
	<b>\$6991.00</b>

TOWN MUNICIPALITIES.	
Amherstburgh.....	\$240.00
Barrie.....	160.00
Clifton.....	40.00
Simcoe.....	208.00
Woodstock.....	288.00
	<b>\$936.00</b>

INCORPORATED VILLAGES.	
Berlin.....	\$147.00
Bradford.....	in Township.
Brampton.....	115.00
Caledonia.....	104.00
Chippewa.....	187.00
Clinton.....	in Township.
Etora.....	in Township.
Fergus.....	in Township.
Fort Erie.....	in Township.
Ingersoll.....	200.00
Iroquois.....	in Township.
Kemptville.....	196.00
Mitchell.....	in Township.
Napanee.....	146.00
New Hamburg.....	in Township.
Newcastle.....	125.00
Newmarket.....	in Township.
Oshawa.....	\$128.00
Preston.....	134.00
St. Mary's.....	129.00

INCORPORATED VILLAGES—(Continued.)	
	APPORTIONMENT.
St. Thomas.....	172.00
Smith's Falls.....	110.00
Stratford.....	171.00
Thorold.....	161.00
Trenton.....	144.00
Vienna.....	108.00
Waterloo.....	in Township.
Yorkville.....	140.00
	<b>\$2567.00</b>

Apportionment to Counties for 1858.

COUNTIES.	APPORTIONMENT.
1. Glengarry.....	\$2254.00
2. Stormont.....	1629.00
3. Dundas.....	1838.00
4. Prescott.....	1466.00
5. Russell.....	477.00
6. Carleton.....	3038.00
7. Grenville.....	2184.00
8. Leeds.....	3381.00
9. Lanark.....	2948.00
10. Renfrew.....	1363.00
11. Frontenac.....	2166.00
12. Addington.....	1720.00
13. Lennox.....	776.00
14. Prince Edward.....	1974.00
15. Hastings.....	3384.00
16. Northumberland.....	3268.80
17. Durham.....	3152.80
18. Peterborough.....	1778.00
19. Victoria.....	1571.00
20. Ontario.....	3359.20
21. York.....	6053.00
22. Peel.....	2710.00
23. Simcoe.....	3380.00
24. Halton.....	2186.00
25. Wentworth.....	2659.00
26. Brant.....	1969.00
27. Lincoln.....	1959.00
28. Welland.....	1965.00
29. Haldimand.....	2176.00
30. Norfolk.....	2603.00
31. Oxford.....	3647.00
32. Waterloo.....	3154.00
33. Wellington.....	3211.00
34. Grey.....	1750.00
35. Perth.....	2522.00
36. Huron.....	3226.00
37. Bruce.....	1260.00
38. Middlesex.....	4244.00
39. Elgin.....	2815.00
40. Kent.....	2154.00
41. Lambton.....	1770.00
42. Essex.....	1979.00
	<b>\$103069.80</b>

Total Counties.....	\$103069.80
“ Cities.....	10400.00
“ Towns.....	6991.00
“ Town Municipalities.....	936.00
“ Villages.....	2567.00
Total.....	<b>\$123963.80</b>
Reserved as a basis on which to make an apportionment to Roman Catholic Separate Schools (estimated at).....	9036.20
Grand Total.....	<b>\$133000.00</b>

NOTE.—The school moneys apportioned to the various counties, cities, towns and villages, as per the foregoing statement, are payable to the Toronto agents of the local treasurers. Wherever the apportionment is withheld, it has been owing to the omission or neglect on the part of the local school authorities to comply with the school law and to transmit to the Educational Department the necessary reports or audited returns.

V. Miscellaneous.

1. AN AMERICAN OPINION OF ENGLAND.

England is a curiosity. Her throne seems to stand firm and unshaken, while storms rage around it, and the wreck of ministry, ere while almost dictating laws to Europe, seems to be as little regarded as a storm on the sea shore. Certainly she has mighty elements of a prolonged existence, and is, we believe, destined yet to fill important pages in the history of nations, and to exert a beneficent influence

on the world. Whoever is in or out of office in England, there are always great and efficient men directing the elements of power.—*New York Journal of Commerce.*

2. THE NEW BRITISH HOUSES OF PARLIAMENT.

Of late but little progress has been made in works at the above large structure, as respects the exterior; but considerable activity has been manifested in the interior, and the private residences in the north and south wings of the river front are now nearly finished, more

especially the mansion (for so we must call it), intended for the official residence of the Speaker of the House of Commons. This residence occupies the whole of the north end of the river front of the building, and extends to what is termed the Speaker's Court, the whole forming in plan a parallelogram, which measures 100 feet by 85 feet. The entrance is in the Speaker's Court, through an appropriate stone porch. A wide stone staircase leads to the principal floor, where the great reception rooms are arranged, all of which are entered by a corridor, the ceiling of which is groined in stone, and the floor paved with Minton's encaustic tiles. This corridor extends round four sides of an inner court, which serves to light the basement and ground floors. The windows towards the court are filled with stained glass, containing the armorial bearings of past Speakers of the House of Commons. Entering, as previously stated, from the corridor, are the reception-rooms, four in number, which comprise three drawing-rooms and a state dining-room, of the following dimensions severally—viz., 33 feet by 23 feet, 37 feet by 21 feet, 33 feet by 23 feet, 45 feet by 23 feet, and all of the uniform height of 20 feet in the clear. Chambers are also fitted up in a similar manner to the rest of the building, but with finishings of a more than ordinary ornate description. The ceilings are panelled and relieved by gilding and color. The state dining-room has at one of its ends a large panelled recess to contain the side-board; below and above portraits of former Speakers of the house. Adjoining to the dining-room is what is termed a serving-room, with a lift, hot-plates, &c. The bed-rooms and domestic portions of the house are on a most extensive scale, and are now progressing very rapidly, with a view to the house being occupied soon after Easter. In the south wing two complete residences are being fitted up for the "Black Rod" and the librarian of the House of Lords. These residences are being arranged with every modern convenience and comfort, but in a much plainer style than the Speaker's House, and are not so near completion. Generally, the building remains in much the same state as it was at the close of the last session, except that the ponderous castings which are to form the roof of the Victoria Tower are being hoisted to their situations. We may remark that the four turrets at corners of the Victoria Tower are now complete, and have a highly picturesque effect. The clock and bells have not yet been placed in the clock tower, which, however, is quite ready for their reception.—*Building News*.

### 3. THE BRITISH HOUSE OF LORDS.

By the muster-roll of the "Lords spiritual and temporal" of the present British Parliament, it appears that the whole number who compose the upper house, or House of Lords, is four hundred and fifty-one. Of the entire catalogue, exclusive of princes of royal blood, there are only one hundred and eighteen peers whose titles are older than the reign of George III.

### 4. ENTERTAINMENT TO DR. MACKAY.

At the recent entertainment to Dr. Charles Mackay in Toronto, the chairman gave the "Educational Institutions of our country," and said, they were the foundation of the future hope of Canada. He coupled with the toast the name of Dr. Wilson.

Professor Wilson replied in an eloquent address which was greatly applauded. He compared our Institutions, laws and learning with those of England and Scotland, and then remarked upon the inordinate desire for wealth which marked the progress of the new world and which was therein almost a ruling passion. He wished our countrymen would take a leaf out of the book of their distinguished guest, who had earned a wide spread reputation in more pursuits than one. (Hear, hear.) Dr. Mackay represented not only the never dying poets of Scotland and of England, but that mighty engine, the Press—(applause,) which made despots and tyrants tremble. (Renewed applause.) The learned Professor alluded to our well-considered system of national education, which rendered the existence of ignorance scarcely possible, which was within the means of every one, and which would gladden many a heart in the far-off country, could it reach the homes of our friends in fatherland. (Applause.)

The Chairman proposed "The Legislature of Canada," and in so doing remarked that although we often found fault with our legislature—and with good reason, too—yet we should look at that across the line and rejoice that we are so much better off than they. (Hear, hear.)

Hon. J. S. Macdonald, M.P., in responding, first passed a high eulogy upon the Provincial Militia, than whom, he said, a more loyal or patriotic body of men did not exist; and then referring more particularly to the toast to which he had been called upon to reply, said that although the chairman had represented Governments to be necessary evils, Governments must exist, and on the one side as great a responsibility rested upon the Opposition as upon the Ministry on the other. [Hear, hear.] Although members of the Legislature were oftentimes found in battle array against each other, yet they all

did their best to advance the best interests of their country. The members who sat on the side of the House on which he had now for fourteen years taken his seat used their utmost endeavours to advance the cause of Education, and within the last eight years there had been a million acres of the most fertile land of Canada set apart by the Legislature for the support of education. [Applause.] He trusted that the day was not far distant when the children of Canada would meet together in the same schools, study the same lessons, and forget sectarian strife and contention. [Applause.]

### 5. A LAUGHING EXERCISE.

It is recorded of Dr. Griffin, that, when President of the Andover Theological Seminary, he convened the students at his room one evening, and told them he had observed that they were all growing thin and dyspeptical from a neglect of the exercise of Christian laughter, and he insisted upon it that they should go through a company-drill in it then and there. The Doctor was an immense man,—over six feet in height, with great amplitude of chest, and most magisterial manners. "Here," said he to the first, "you must practise; now hear me!" and bursting out into a sonorous laugh, he fairly obliged his pupils, one by one, to join, till the whole were almost convulsed. "That will do for once," said the Doctor, "and now mind you keep in practice!"—*Atlantic Monthly*.

### 6. STIMULUS TO STUDY.

Bishop Delancey has presented to the Committee on Colleges in the New York Senate, a plan for testing and stimulating college education. He proposes that in each college which receives aid from the State, the names of the ten best scholars in each class shall be sent to the Board of Regents; that from this list the Board shall select one of each class by lot; that the four thus chosen from each college shall be sent to Albany at the expense of the college, and examined publicly by examiners appointed by the Board of Regents, and that prizes of from one to four hundred dollars be given by the State to the member of each class from the different colleges who shall pass the best examination. The expense to the State would be about \$1,500, and to the different colleges about \$100 each. The Bishop anticipates that it would have a most beneficial effect in stimulating the students in the several colleges.

### 7. A GREAT CONQUEST.

Long ago a little boy was entered at Harrow School. He was put into a class beyond his years, and where all the scholars had the advantage of previous instruction, denied to him. His master chid him for his dullness, and all his efforts then could not raise him from the lowest place on the form. But nothing daunted, he procured the grammars and other elementary books which his class-fellows had gone through in previous terms. He devoted the hours of play, and not a few of the hours of sleep, to the mastering of these; till in a few weeks he gradually began to rise, and it was not long till he shot far ahead of all his companions, and became not only the leader of the division but the pride of Harrow. You may see the statue of that boy, whose career began with this fit of energetic application, in St. Paul's cathedral; for he lived to be the greatest oriental scholar in modern Europe—it was Sir William Jones.

### 8. TEACHERS AND EDUCATIONAL JOURNALS.

Rev. Anson Smyth, State Commissioner of Common Schools in Ohio, in his last report to the Legislature, makes the following remarks:—

"Every teacher should read at least one good paper relating to his profession, otherwise he will live in ignorance of daily occurring facts, in regard to which his profession requires that he should be informed. Newspapers are fast becoming the teachers of the world; and the man or woman who is not a habitual reader of this department of literature cannot be thoroughly qualified for the teacher's profession."

### 9. TESTIMONIAL TO MR. JOHN H. SANGSTER.

A mass meeting was held in the Hall of the Hamilton Mechanics' Institute, on the 20th of April, for the purpose of allowing the teachers and pupils of the Central School an opportunity of giving expression to their feelings, upon the retirement of their efficient principal.

His Worship, the Mayor, opened the meeting by an appropriate address.

Mr. Strachan, before he presented the address wished to say a



few words. If, said he, it was taken into consideration how much Mr. Sangster had done for education in this city, this was a fitting occasion for the citizens to express their heart-felt regret at that gentleman's departure from among them. Perhaps you will allow me to revert to the view that must have presented itself to him when called upon to organize, from chaos, the system which is now blessing your city. The scheme was a new one; no where in the province had such an attempt been made. Hopes of success glimmered only in the minds of the few, whilst the many not only despaired of success, but in many cases were determined against it. Failure! like a phantom, was placed before him, and sounded in his ears by his warmest friends; but, filled with an ardent desire to do good, and being naturally possessed of a spirit of indomitable energy and perseverance, he entirely ignored from his comprehension the idea of failure, and with an eye single to the success of the institution he was called to take charge of—he entered upon his arduous and responsible, but truly honorable duties. What has been the character of that success you are conversant with. The opposition which he met with in attaining it is also known to many of you. And why has he been thus successful? only because he threw aside very selfish motive to action, and, remembering that he held a trust from the parents of a city containing a population of 25,000 left no energy untaxed in order faithfully to redeem that trust. Let me ask you has he succeeded? Does not the Hamilton Central School stand a living monument of that success? It is with feelings such as these, parents and friends, that we have felt ourselves justified in inviting you to join us in our expressions of regret at the departure of Mr. Sangster. (Cheers). But while we thus with so much pain and regret are about to offer the parting hand to him we so love and esteem, we cannot refrain from welcoming with a right cordial greeting, as his successor, one so long known and generally respected. He has our warmest wishes for his success, and shall have our hearty co-operation in carrying on the great work which lies before him.

Mr. Strachan then read the address.

After the address was read, Mr. Sangster said:—Dear friends, there are times in the existence of every one when the heart is too full for utterance—when we feel completely overpowered by our emotions—and when the tongue is incapable of giving adequate expression to the feelings which swell within the bosom. Need I say that such are my sensations on the present occasion? I am addressing in all human probability for the last time those endeared to me by long years of pleasant companionship—those who, for years past, have constituted the source alike of my deepest anxiety and solicitude, and of my firmest hope and joy. I am to say farewell to fellow-teachers who have warmly sympathized with me in trouble—faithfully stood by me in difficulty—rejoiced with me in success; and to my pupils—warmhearted, earnest boys and girls, whom I have long since learned to value and to love, and among whom I know to exist more true nobility of soul, more sterling integrity of purpose, more talent, intelligence, and perseverance than I dare hope ever to be associated with elsewhere. The mere anticipation of the severance of the bonds of affection which have united us, has been to me a subject of intense pain, and notwithstanding that for months past I have known that this—the hour of parting—must inevitably soon arrive, and have schooled my heart to its indurance, I now feel unequal to the trial.

Dear fellow teachers—I have listened to your kind expressions of respect with the most lively pleasure. I fully and sincerely reciprocate your sentiments of attachment and good will. I feel, however, constrained by a sense of justice to disclaim all title to many of the very flattering encomiums you have bestowed upon me. It is unnecessary for me to remind you how completely any efforts of mine must have failed to secure the results to which you allude, had they not been so ably seconded by your untiring zeal and cheerful co-operation. Nay more, that our united endeavors would have availed but little had they not been fostered and sustained by the generous sympathy and sagacious policy of a liberal and public spirited Board of School Trustees. To your efficient and indefatigable exertions, however, far more than to me, are attributable the success and present high standing of the city schools.

I assure you, ladies and gentlemen, that to the last moment of my life it will be a source of gratification to me to reflect that I am still permitted to retain your confidence and esteem, although throughout my official intercourse with you I have never, for a moment, sacrificed duty to the mere desire of meeting your wishes, or of studying your convenience. We have held towards one another a somewhat peculiar and anomalous relation. Upon me has devolved, in a very great measure, the task of determining your positions, and of assigning your duties. I have been compelled, it may be, on some occasions to place myself in direct opposition to your wishes. I have never ceased to insist upon the most rigid adherence to principles, or to exact the utmost vigilance in the discharge of your allotted work, and, therefore it is, that to this manifestation of your

regard there attaches no common interest; coming as it does from those with whom I have been thus intimately associated, it bears a peculiar value and significance, inasmuch as it conveys to me the assurance that my difficulties have been understood, and my motives appreciated by those who were perhaps most liable to misconstrue them.

#### THE TEACHERS' PROFESSION.

With you I hope that the time is not far distant when our noble profession shall take the rank to which it is justly entitled. I believe that our usefulness and power for good would be very greatly increased were society to look with favor and respect upon our employment. But, much as I desire to see the dignity and importance of our labor recognized without the profession, I am much more anxious to see them properly appreciated within it. We must not depend too much upon external supports—upon the smiles and encouragement of the world. Let us do our work for our work's sake. It matters not to us what others think or say of our mission; let us esteem it a high and holy one, with, perhaps, one single exception, the noblest and holiest that can possibly engage the mind of man. Our most enduring and powerful support must be from within—must consist in the satisfaction of an approving conscience. Let the love of our calling sustain us, and we shall not be easily disheartened by surrounding influences. You will hear, with indifference, of princely fortunes gained by the bold and successful strokes of those who pay court to the shrines of fortune. If you reflect that you, also, are accumulating wealth—are laying up for yourselves treasures of far greater value—treasures which shall avail when every shred of earth's riches shall have taken to itself wings and flown away.

Remember that to you, in a very high degree, is entrusted the future destiny of a large proportion of the youth of Hamilton. Frequently think of this, and never forget that there is no evading the responsibility of your office. As long as you remain teachers, God and your fellow men will alike hold you responsible for the work you perform—for the impressions you make, aye, and for the impressions you neglect to make when suitable opportunity offers. Do not satisfy yourselves with the idea that your duty is limited to securing the mere intellectual advancement of your pupils. To you pertains also their moral training. It is just as much your duty and peculiar province to teach your pupils the difference between right and wrong—the necessity and beauty of truthfulness, of self-denial, of cleanliness and neatness, of diligence, of perseverance, of un-deviating rectitude, as it is to instruct them in the multiplication table, grammar, or geography. Not all our children are under proper elevating influences at home. Some are to receive their ideas of moral responsibility from you, or they are not to receive them at all. I repeat, then, a great trust is reposed in you. When these children became women and men, great duties will devolve upon them, great temptations will beset them. You are to fit them for the faithful discharge of those duties, to arm them for victory over those temptations. You are, in a word, to qualify them for successfully waging the great battle of life, and for performing manfully and well their varied parts. Can you do this by simply teaching them the elements of science? Must you not rather seize every available opportunity of instilling into their opening minds lessons of christian virtue and love?

Think often of the dignity of your employment—of the incalculable value of the treasure of immortal souls committed to your daily charge. Reflect that even one of these dear children is in himself immeasurably more precious than all the gold and silver mines of the earth, and that to you has been assigned the high privilege of tracing on his susceptible mind lines of thought which are to deepen and deepen throughout eternity.

Thought is imperishable—philosophers tell us that the faintest mental impressions can never be effaced but remain treasured up in the storehouse of the mind, till meeting with the conditions requisite for their development, they forthwith, like the image on the silvered plate within the camera, spring into instant and vivid distinctness. Ponder well this idea. To you it is fraught with encouragement. The results and rewards of your labor are not all immediate, nor are they all here. The effects of your teaching will be indirectly felt at places and times of which you never think. Like the concentric circles formed by the plunge of a pebble into the smooth bosom of yonder lake, which swell and swell until they break upon the shore, so is your influence. Swelling steadily from your school rooms, it never breaks but on the shores of eternity. Sow ye faithfully the good seed, and though ye may not see it spring, despair not, for God in his own good time will cause it to bud and blossom, and bring forth fruit.

But while I remind you that yours is the high prerogative of writing on the yet unblotted page of childhood the instructions and principles which are to guide him through life, and which are to prepare the way for the reception of those still nobler and holier truths that shall lead him into life everlasting, let me warn you to be careful

that those principles are pure and just—those instructions correct. To take heed lest in tuning the living harp whose tones are left for ever in the strings, you produce discord where you might have secured harmony.

Oh! woe to them that trample on the mind,  
That deathless thing! They know not what they do,  
Nor what they deal with. Man perchance may bind  
The flower he step has bruised; or light anew  
The torch he quenches; or to music wind  
Again the lyre string from his torch that flew:  
But for the soul, Oh! tremble and beware  
To lay rude hands upon God's mysteries there.

I assure you I shall never forget you, or cease to feel the liveliest interest in your welfare. I cannot express to you how completely unhappy I feel at having thus to sever the bonds of affection which have united us. I firmly trust I shall not be forgotten by you, and I sincerely hope that a review of the past will always be a source of gratification to you.

Dear friends and co-laborers—Farewell! May God strengthen your hands and bless your labors. May He enable you to write your names in letters of love upon the hearts of your pupils. May His blessing rest upon your school rooms. There may the slumbering germs of intellect be quickened into life. There may talent which would otherwise lie dormant be started on a career of endless improvement. There may the rough and uncultivated, arrested by the charms of knowledge and allured by the accents of kindness, lay aside their harshness and assume the manners of refinement. Thence may lessons of wisdom and of high toned morality, and habits of order, be carried into the bosom of many a family and awaken a whole circle to a higher and purer life.

Rev. Mr. Ormiston said, he felt it to be his duty to express his admiration of Mr. Sangster as a public officer. He had had considerable experience as a teacher, and he loved the employment; in fact, he had been teaching ever since he was a child, and as indeed his old gray-headed grandmother used to say that he had taught her something before he could speak. For this reason he had a right to feel at home among teachers. Mr. Ormiston then referred, in his usual humorous way, to teaching in the olden times, and asked the audience if they had ever imagined a school away off, just outside of the wall of Eden among the vines. In after ages the Patriarchs became the teachers, and, in fact, combined in themselves the threefold office of prophet, priest and teacher. And good teachers they were too. They had no books, but they were possessed of wonderfully retentive memories, and used to tell their sons and grandsons how Eden and things in general looked away back four or five hundred years before, when they were young. Then a few more talented than the rest began to weave their lessons into songs, a set of bards and sweet-toned minstrels became the teachers. In Scotland, the first school master was a school mistress, and used to get her dear little scholar upon her dear little knee, and give him his first dear little lesson; and he would tell the mothers present that those first lessons on the paternal knee were the best lessons the child ever received. The reverend gentleman then proceeded to trace the profession of school teaching to the present time. In his own day he recollected the time when school teachers were coatless, and he might almost say headless, at least their heads were but of little use. They were ignorant in the extreme—in fact they were, as Burns would have it, the “riddlings of creation.”

He felt great pleasure in seeing so crowded a house assembled to do honor to his friend, Mr. Sangster. The fact that that gentleman came here five years ago, and in that time had made such hosts of friends, would encourage him to go anywhere. He (Mr. Sangster) would live in the people, because he had lived for them. (Cheers.) Mr. Sangster was not retiring from his profession of teaching, but was going to fill a position in which he would exert a still more decided and extended influence on the educational interests of our country. (Cheers.) He (Mr. S.) had worked so hard for the past five years that he might well be excused if he slept for the next five. He hoped that the citizens would give Mr. McCallum, the new principal, a hearty welcome and cheerful co-operation in his great work. (Cheers.) He was not going to ask the boys and girls to forget their old teacher, Mr. Sangster, but one thing he would ask them to do, and that was to give their new teacher, Mr. McCallum, a free and open entrance into their hearts. (Great applause.)

Rev. Dr. Irvine followed in a few remarks which were brief, but to the point.

His Worship, the Mayor, then stated that he believed that it was the intention of the pupils of the Central School to make a present of some kind to their principal; he understood it was a handsome gold watch.

The Committee then ascended the platform, when Master Gibson read the address.

The watch was a beautiful gold chronometer, and on the interior is the following inscription:—“Presented to J. H. Sangster, Esq., by

his affectionate pupils, on the occasion of his leaving the Central School, Hamilton, April 30, 1858.”

(Mr. Sangster's reply to the scholars will be given next month.—Ed.)

Mr. McCallum, who is to take Mr. Sangster's place, said: He wished to express his thanks to his friends for the honorable mention of him to-night. The evening's proceedings he had listen to with much interest, and particularly to the expressions of esteem which had been showered upon his predecessor. Considering his new position, he hoped he would be doing nothing improper by calling the attention of his audience to the future. The past had gone, and it was well in its place; but it would not do for the present, and much less would it do for the future. They must go forward and prepare for the time to come. In assuming the position of Mr. Sangster, he would endeavor to carry out the system that had been begun, and hoped his abode in Hamilton, whether long or short, would be a happy one. This country had many things to boast of, and among the foremost was its system of education.

Mr. Cockburn, of the Provincial Model Grammar School, Toronto, followed with a few remarks, complimentary to Mr. Sangster and the system of education which he had established in this city, and stating that they would, perhaps consider him selfish when he said that their loss was his gain. He was very glad Mr. Sangster was to be associated with him, in Toronto, in conducting an Educational Institution of a somewhat different character from any existing in the Province.

Dr. W. L. Billings, of the Board of School Trustees, said he could not not find words to express the deep feeling of regard which the Board felt for the worthy gentleman about to leave them. He had always been a willing teacher and never required urging to make him perform his duty; and the Board deeply regretted to part with Mr. S.'s services. That gentleman's kindness had won for him the respect of all the pupils, and while he was in the habit of joining with them in their recreation, he never lost control over them. In some degree he had produced a new era in the school system, and established the fact that children could be managed with kindness, without having resort to the rod. As to the Central School, it was, in his opinion, the best disciplined in the Province. As Mr. S. was leaving for a new sphere, he carried with him the good will of the Board, and it was their desire that, wherever his lot was cast, it would be where his health would be less impaired. Before taking his seat he would like to see the boys give three cheers for their late principal, (I know you can do it), which was heartily and readily given.

The Mayor then called for the closing song of “God save the Queen,” which was given in good style by Miss Sarah Childs and Miss Maria Allen. The company then dispersed, none apparently more happy than the little folks, who appeared to leave the place with much reluctance.—*Hamilton Times*.

#### 10. GOLD IN VANCOUVER'S ISLAND.

We have had the pleasure, during the past week, of conversing with a gentleman direct from Victoria, Vancouver's Island, who has seen specimens of the gold obtained from the region, and represents it as being quite coarse; one piece weighed in his presence, was worth a fraction over \$12. He is informed that from \$5 to \$15 and \$20 per day have been washed out, but thinks that there are more miners whose average product is under \$8 per day than above that amount.

The Hudson's Bay Company's steamer Beaver recently arrived at Victoria, from Forts Hope and Langley, bringing sixteen pounds of gold dust, that had been traded from the miners on Frazer's and Thompson's Rivers. Several private parcels were sent down for the purchase of supplies, mining tools, &c.

Nearly all half-bloods and French, together with many other residents on Vancouver's Island are in the gold region, and it thought there are already there, and en route, from six to eight hundred persons. We learn that the northern portion of our territory is becoming well nigh deserted. The lumbering establishments on the waters of Puget Sound find it extremely difficult to keep in motion, owing to the number of hands that have left, and are constantly leaving for the northern El Dorado. Col. Fitzburg of Bellingham Bay, is likewise in an unpleasant predicament with regard to his coal mine. That article is now in great demand, but his hands have nearly all left him—operations in the mine are about at a stand still, and the mail steamer on the Sound is compelled to burn wood at \$4 per cord.—*Olympia Pioneer and Democrat*.

#### 11 THE NORTH-WEST EXPEDITION.

We find the following in a late English paper:—“Colonel H. Sandham, Director of the Royal Engineer establishment, Brompton Barracks, Chatham, has received orders to hold in readiness 56 non-commissioned officers and privates of the Royal Sappers and Miners to proceed forthwith to British North America, where there are to be employed on the boundary expedition under the command of Captain J. Summerfield Hawkins and Lieutenant James Hamilton Wilson, R.E. The expedition will leave Chatham on the 2nd of April.”

## VI. Educational Intelligence.

### CANADA.

#### UNIVERSITY OF MCGILL COLLEGE CONVOCATION.

(From the Montreal Gazette.)

The Annual Convocation of this University was held yesterday, P. M. A large audience assembled to witness the proceedings. The President of the Board of Governors, the Hon. C. D. Day, LL.D., presided. The proceedings were opened with prayer by the Rev. Vice-President Leach. The Convocation then proceeded to ballot for convocation fellows for the coming year, when W. B. Lamb, Esq., B.C.L., was unanimously re-elected to represent the graduates in Law, W. Jones, Esq., M. D., those in the faculty of Medicine, and B. Chamberlain, Esq., M.A., those in the faculty of Arts.

The Vice-Principal, as Dean of the faculty of Arts, next announced the list of graduates, the prize men, and those taking honors among the students of that faculty as follows ;

The certificates of Honor and Medal were distributed—Messrs. Henry McLaren, Reginald J. Plimsoil, and John H. Perkins, were announced as having passed their examination and become entitled to the degree of B.A. by the Dean of Faculty, and Mr. Oliver Gooding to receive the diploma, as Graduate in the Class of Civil Engineering and Land Surveying. The Vice-Principal said that the conferring of this Diploma formed an era in the history of public education in Montreal, and he believed in the Province.—They would recognize a peculiar fitness in this first honor falling to the person who had received it. Mr. Perkins then delivered his valedictory address ; Mr. Jenkins read his prize essay ; Mr. Dougall his prize poem. After which the graduates were presented to the Dean of Faculty, and received their degree. Professor Cornish addressed the Students and Graduates in the Faculty of Arts.

The Dean of the Faculty of Medicine, Professor Holmes, next announced the names of the Graduates in Medicine. The Prizes for Essays in this Faculty were awarded to W. H. Taylor and T. F. English.

The Dean of the Faculty of Law announced the prizes awarded and honors conferred on the Students in that Faculty. Mr. Daly delivered the valedictory on behalf of the Students in this Faculty, after which the Dean of Faculty presented the following gentlemen, who received the degree of B. C. L. ;—Messrs. D. Browne, B. A., Daly, Doure and Jodoin.

Professor Torrance addressed the Graduates, on behalf of the Faculty.

The Principal then announced that the Corporation had, during the past year, conferred the degree of LL.D. on Professor DeSola, who had been long connected with the University as its Hebrew Professor, and had this year collected a class pursuing the study of that language. They had the more pleasure in conferring the degree upon him that his name was not unknown among the literature of his own people. Also, the same upon W. S. Smith, Esq., Rector of the High School of Quebec, a worthy competitor of our own High School, in the diffusion of a sound education. Also the same degree upon Professor Holmes. The Principal was sure the announcement of this degree would be received with great satisfaction. The Professor had been connected with the Medical Faculty of the University since its first establishment in 1828, and had been Dean of that Faculty through many years, when it alone gave evidence that the university possessed any vitality. He was now the Senior Professor of the University. He had, too, when few men gave attention to these subjects, been most influential in founding the Natural History Society, and promoting the study of that science. The Principal concluded with a few parting words to graduates and students.

The President made a statement at considerable length of the educational progress and capabilities, and pecuniary position of the University. Hon. P. J. O. Chauveau, LL.D., addressed the audience in a very happy French speech ; and Professor Cornish closed the proceedings with the benediction.

— ANNUAL EXAMINATION OF THE MODEL SCHOOL.—On Friday last the annual examination of the Provincial Model School took place, when the pupils acquitted themselves very creditably, and apparently to the high satisfaction of the spectators. Though no publicity was given to the examination, a respectable number of friends and parents turned out, especially in the afternoon, when there must have been several hundred present among whom was noted Lady Head and attendants. It is to be regretted, that owing to illness, the mistress of the girl's department was not present

with her assistants, who, however, must have given full satisfaction to every reasonable expectation.

At the close of the examination the schools adjourned to the spacious theatre of the Normal School, the pupils occupying the body, and the spectators densely crowding all other available space. After singing, and one or two excellent recitations by lads of the boys' department, a committee of the young ladies read a short address sympathising with Mr. Goodwin, teacher of calisthenics and gymnastics, in his losses and injuries at a late fire, and then handed him a purse containing a considerable sum raised by themselves. Mr. Hickok, their late music master, also received presents of books from both boys and girls, as a proof of the approbation he has secured during the past session.

It will be remembered that Mr. Macallum, master of the school, is leaving to take charge of the Hamilton public schools. The boys, as a tribute of affection, presented him with a handsome watch chain, valuable from its intrinsic worth, as well as from the circumstances and feelings which prompted it. The present was accompanied by an address, to which Mr. Macallum made a suitable reply. We are sorry that space will not permit its insertion, and give merely the closing sentence, as showing the feelings with which that gentleman leaves Toronto. "To this institution in all its branches, and to all therewith connected, I desire all success. Let us hope and labour for it, that the past may only be the auspicious beginning of a future far more auspicious than our most sanguine expectations." The Chief Superintendent of Education, Dr. Ryerson, then made some remarks complimentary in the highest degree to Mr. Macallum, who had served so materially the educational interests of our country in this institution for ten or eleven years. After singing and the benediction, the boys performed some gymnastics in their play-ground, to the great amusement and satisfaction of the numerous spectators. Dr. Ryerson dismissed the school till the third of May, and the anniversary closed amid good feeling.—*Globe*.

—BUSTS OF PUBLIC MEN.—We have seen a bust of the Rev. Dr. Ryerson, at the School of Design, 36 Queen Street, which is a capital likeness. It is in plaster of Paris, and has been executed by Mr. Rosen. We notice this the rather, because it is the first of a series of busts of public men which Mr. Rosen purposes to prepare, should sufficient encouragement be extended to the enterprise. It is a laudable undertaking, and we trust that its success will not be endangered by the indifference of the citizens of Toronto to a new and very interesting branch of the Fine Arts in this city.—*Ibid*.

— THE REV. JAMES PORTER, late Superintendent of Education in New Brunswick, has been appointed Superintendent of Schools in Toronto, in the place of Mr. G. A. Barber, resigned. There were twenty-one candidates for the appointment.

— VICTORIA COLLEGE, COBOURG.—The annual examination of the students of this institution commenced on Thursday, May 20. The degree of B.A. was conferred on the following gentlemen :—Smith George Ward, Cobourg ; Wm. Robert Parker, Bradford ; Abraham R. Bain, Cobourg and James C. Hamilton, B.A. of Rutgers College, United States, *ad eundem*, Toronto. The degree of A.M. was conferred on the following gentlemen :—William Wagner Nelles, M.A., *ad eundem*, Port Dover ; Rev. A.D. Wilbor, Batavia, New York ; Rev. Samuel Glynn McCaughery, Pickering ; Rev. John B. Logan, Weston ; John Campbell, Cobourg ; Wm. Kerr, B.A., Cobourg. The degree of M.D. was conferred on the following gentlemen :—William Anderson, Daniel Clark, John R. Flock, Peregrine McMann, Lewis Langstaff, Arthur Paget, John H. Wilson, Francis E. Roy, Charles A. Bowen, John De Evelyin, James McKay, William J. Mason, Wm. Pipe, William Scholfield, James B. Rounds, and Henry C. Fleak.

— SCHOOL CELEBRATION IN WESTMINSTER.—A school anniversary and dinner was held at the school-house, in section No. 16, Westminster, on Wednesday, May 5. The union-jack was hoisted at 8 a.m., showing that Her Majesty had loyal subjects in that section. A green booth was erected, nearly 100 feet long by 20 wide. Two tables, loaded with delicacies, reached the whole length of the tent. The dinner, of which 412 partook, was free for all. An arch of green cedar was erected over the gate, and the motto placed over the school-house door,—"Education the Glory of Canada!" A band of music occupied the platform, and added greatly to the enjoyment of those present. The Rev. T. Crews took the chair, and having made some very appropriate remarks by way of opening, called the following speakers upon the platform : Rev. D. Fraser, Mr. Nash, S. Morrill, Esq., T. Ellwood, Esq., Dr. Wilson, J. Park, Esq., and the Rev.

Mr. Allington, from London. A beautiful gilt-edged bible, valued at \$10. with a suitable inscription, was presented to the teacher, together with an address, which was read by the chairman.—*London Prototype.*

### NEW BRUNSWICK.

— **EDUCATIONAL APPOINTMENTS IN NEW BRUNSWICK.**—His Excellency the Lieutenant Governor has been pleased to make the following appointments under the Act relating to Parish Schools, 21st Vic. cap. 9:—Henry Fisher, Esquire, Chief Superintendent of Schools; George Thompson, Clerk to the Chief Superintendent. Edmund H. Duval, Inspector for the Counties of Kings, Albert and Westmoreland. John Campbell, Inspector for the Counties of Queens, Charlotte and Saint John. James McLauchlan, Inspector for the Counties of Victoria, Carleton, York and Sunbury. John Bennet, Inspector for the Counties of Kent, Northumberland, Gloucester, and Restigouche. *By His Excellency's Command.* S. L. TILLEY, Secretary's Office, 17th April, 1858.—*Royal Gazette.*

### VII. Literary and Scientific Intelligence.

— **A FARM LABORER GAINING A MATHEMATICAL PRIZE.**—The joint winner of the Simpson Mathematical £60 Prize, at King's College, Aberdeen, was Mr. Donald Robertson. Mr. Robertson, says the *Bauf Journal*, has up to the last six months worked all the summer as a farm laborer, earning thereby sufficient to enable him to attend the classes during the winter.

— **MINERAL WEALTH IN IRELAND.**—It is proposed to work three beds of white siliceous in a sett leased to Mr. Deering, C. E., and situate in Rostellan demesne on Cork Harbour. They run through a length of 180 perches—altogether they form a breadth of about sixty feet, and practically may be said to be only one great bed, as there are interposed between them but two thin strata of inferior material. The siliceous beds are of great depth—probably over 100 feet—for twenty to twenty-five feet from the top are quite free from springs, and even below this depth they can be worked at a small cost for pumping. Overlying the siliceous is a bed of good brown hæmatite iron ore, averaging six feet thick, about twenty acres in extent, and there are strong indications of valuable manganese. In the manufacture of porcelain and earthenware the siliceous is substituted for ground flint and Cornish stone, the two most costly ingredients in the body of white ware.—*Mining Journal.*

— **HUMBUG FROM HAMBURGH.**—Anciently (observes a German Journal) the principal foreign intelligence reached England via Hamburgh. So many *canards* were transmitted through that channel that when anything peculiarly improbable was reported on 'change, people sneeringly exclaimed "Hamburgh!" By degrees, this word was corrupted into *humbug*.

— **THE PENTATEUCH CONFIRMED.**—A work has recently been published in London by an accomplished Egyptian scholar, who, in examining Egyptian records, has found traces of a history parallel to that written by Moses. He finds James mentioned five times, Moses twice, and Balak, son of Zippor, at a place called Huzeth; that a people of whom Moses was leader marched towards Palestine by way of Migdol and Zoar; that they were connected with the names of Midia and Aram; that there was a contest at a place of a great water flood; that a royal or noble youth meets a sudden and mysterious death, and that a royal order is immediately issued for the hasty departure of a people for their feast of "passing the dead;" and that miracles are named as being performed by their leader in Lower Egypt.

— **NEW YORK STATISTICS OF PERIODICAL LITERATURE.**—In the State of New York, in 1855, there were 559 newspapers and 112 other periodicals, 10 educational, 9 science and arts, 15 temperance, 19 medicine, 3 law, and 254 miscellaneous.

### VIII. Departmental Notices.

#### PUBLIC SCHOOL LIBRARIES.

"Township and County Libraries are becoming the crown and glory of the Institutions of the Province."—*Lord Elgin at the Upper Canada Provincial Exhibition, September, 1854.*

The Chief Superintendent of Education is prepared to apportion *one hundred per cent.* upon all sums which shall be raised from local sources by Municipal Councils and School Corporations, for the establishment or increase of Public Libraries in Upper Canada, under the regulations provided according to law. Remittances must not be in less sums than five dollars.

#### PRIZES IN SCHOOLS.

The Chief Superintendent will grant one hundred per cent. upon all sums not less than five dollars transmitted to him by Municipalities or Boards of School Trustees for the purchase of books or reward cards for distribution as prizes in Grammar and Common Schools.

#### SCHOOL MAPS AND APPARATUS.

The Chief Superintendent will add 100 per cent. to any sum or sums, not less than five dollars, transmitted to the Department from Grammar and Common Schools; and forward Maps, Apparatus, Charts, and Diagrams to the value of the amount thus augmented, upon receiving a list of the articles required by the Trustees. In all cases it will be necessary for any person, acting on behalf of the Trustees, to enclose or present a written authority to do so, verified by the corporate seal of the Trustees. A selection of articles to be sent can always be made by the Department, when so desired.

#### 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 present year's supply for Common Schools has been sent to the County Clerks. Those for Grammar Schools have been sent direct to the head Masters.

#### PENSIONS—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.

#### WANTED,

A MASTER OF BOOK-KEEPING AND WRITING in the Normal, Model, and Model Grammar Schools for Upper Canada. The whole time of the Teacher during school hours will be required. Salary £175 per annum. Appointment to take effect the 1st of July, up to which time applications, with testimonials, may be addressed to the Chief Superintendent of Education, Toronto.

#### GRAMMAR SCHOOL TEACHER.

WANTED a Teacher for the CORNWALL COUNTY GRAMMAR SCHOOL. Applications accompanied by Testimonials to be sent in to the Secretary of the Board of Trustees, S. Hart, Esq., on or before the 24th of June next.

Cornwall, C. W., May 15, 1858.

H. PATTON,  
Chairman.

A SCHOOL WANTED by a TEACHER of considerable experience and SECOND CLASS qualifications. Character unexceptionable. Address (stating salary) A. B., Port Dover.

ADVERTISEMENTS inserted in the *Journal of Education* for three cents per word, which may be remitted in postage stamps, or otherwise.

TERMS: For a single copy of the *Journal of Education*, \$1 per annum; back vols., neatly stitched, supplied on the same terms. All subscriptions to commence with the January number, and payment in advance must in all cases accompany the order. Single numbers, 12½ cents each.

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