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CONTENTS OF THIS NUMBER.

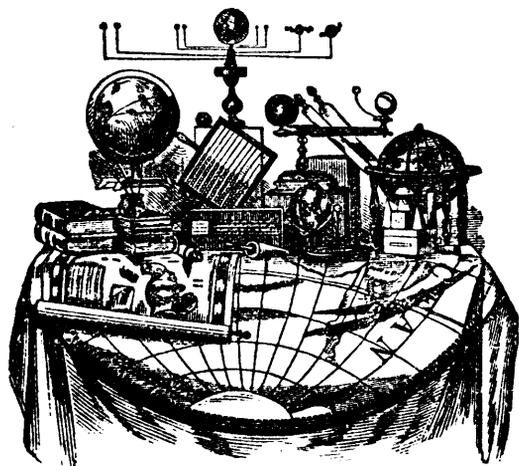
	PAGE
I. Canadian Manufacture of School Apparatus.....	33
II. The Natural Highway from the Far West to the Ocean	35
III. Incidents at the Marriage Ceremonial of the Princess Royal.....	35
IV. Discipline and Heroism of British Soldiers	36
V. BIOGRAPHICAL SKETCHES.—(No. 3.) General Sir Henry Havelock, Bart. 37	37
VI. PAPERS ON PRACTICAL EDUCATION.—(1) Discretion—Energy—Firmness —Justice—Love (2) Improprieties of Speech. (3) Arguments in Favour of Free Schools for all	38
VII. EDITORIALS.—(1) Answers to School Questions—(concluded.) (2) Official Circular to Local Superintendents, Boards of School Trustees, and Public Instruction. (3) Official Circular to Heads of Colleges and	

CONTENTS—(Continued.)

	PAGE
Mechanics' Institutes, in Upper Canada. (4) East India Company's Service: Examination of Candidates. (5) Subjects of Examination of Candidates for Mastership of County Grammar Schools.....	40
VIII. MISCELLANEOUS.—(1) Havelock. (2) I Love to Give. (3) The Boys	43
IX. ILLUSTRATIONS OF CANADIAN SCHOOL APPARATUS.—(1) Map Stands and Cases. (2) Other Elaborate and Important Maps, Charts, and Diagrams. (3) Johnston's Modern Globes	44
X. LITERARY AND SCIENTIFIC INTELLIGENCE.—(1) The Canadian Direc- tory. (2) Canadian Decimal Coinage. (3) Coinage at the Royal Mint...	48
XI. Departmental Notices	48
XII. Advertisements	48

CANADIAN MANUFACTURE OF SCHOOL APPARATUS.

It will be gratifying to many of our readers to learn, that the chief part of the excellent Apparatus which is now supplied to the public schools of Upper Canada, by the Educational Department, has been manufactured in Toronto, under the direction of the Department.

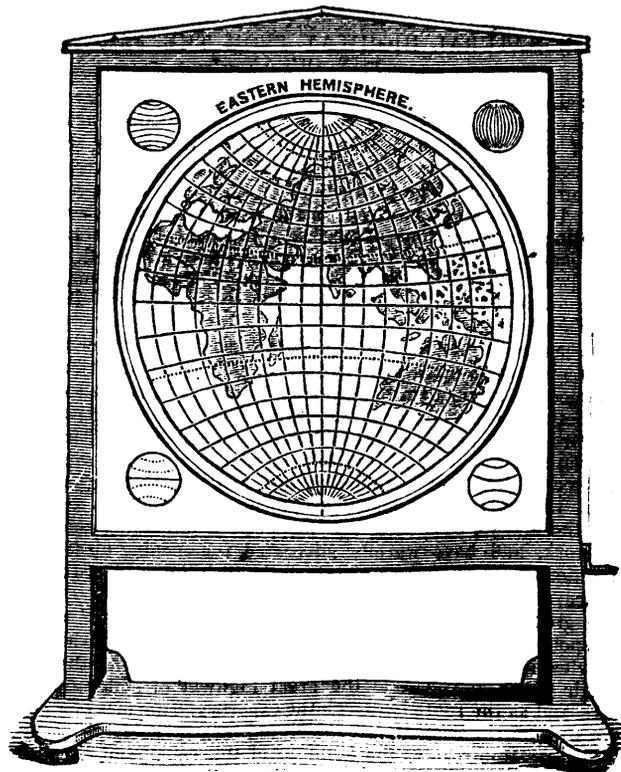


SCHOOL APPARATUS OF CANADIAN MANUFACTURE.

This branch of home industry has been gradually introduced and carefully fostered; and it has now become so extensive and note-worthy, as to render this reference to it no less a pleasure to the Head of the Department than a just tribute to the energetic and enterprising zeal of the persons who are engaged in its prosecution.* It is highly creditable to these parties to

* Messrs. Jacques & Hay, (Manufacturers of Map-Stands, Cases, Globes, Geometrical Forms, Mechanical Powers, &c.); Mr. Charles Potter, (Brass-work, Orreries, &c.); Messrs. Maclear & Co., (Lithographers); Mr. John Carter, (Map Moulder, &c.)

state, that their work is generally not only equal in point of excellence to the English and American makers, but, in many cases, it is quite superior, and, at the same time, cheaper. To the attainment of this most desirable object, has the attention



CANADIAN ROTARY MAP STAND.

of the Department been sedulously directed; while it has also sought to suggest such improvements and alterations as appeared desirable and practicable; and where none were neces-

sary, it was deemed by the Department essential that in point of finish and adaptation to the objects in view, the article of Canadian manufacture should compare favorably with its English or American prototype.

A few specimens of the articles manufactured in Toronto, were exhibited at the late Provincial Fair at Brantford, and excited a good deal of attention and commendation. Since then, the apparatus manufactured has been much more varied and of a very superior kind. They include not only school desks and seats, but maps, map-cases, and rotary stands; brass orreries, tellurians, globes, geometrical figures, and diagrams; mechanical powers, levers, and various articles of brass work, illustrative of the different branches of natural philosophy. A detailed list of these articles, together with a number of valuable additions to the Depository Catalogue, will be found on pages 44, 45, 46, 47, and 48 of the present number of the *Journal*.

In addition to the apparatus, arrangements have been made, not only to have the maps mounted in Canada, (which has been done for years), but also to have the various maps and globe covers engraved and lithographed in this country. This arrangement has been highly successful.

As it is the object of the Department to bring within the reach of private parties excellent and beautiful articles of school apparatus, as well as provide them for the public schools, it has been suggested to the manufacturers of them, to not merely execute the orders of the Department, but to provide and keep a supply on hand, (as the Department can only supply municipal and school authorities with school requisites), for sale to all who may desire them, that gentlemen may thus be able to procure these important and pleasing aids to instruction for their own families; and we are sure they will not be the less sought for and the less valued, when it is considered that they are the productions of Canadian skill and enterprise.

The plan of the Department of Public Instruction, has been to import nothing that can be produced at home; to furnish patterns, and to suggest and offer encouragement to attempts for the manufacture at home of all the material appliances of school instruction. The experiment was commenced with the printing of school books and the manufacture of school furniture; it has proved completely successful; and every subsequent experiment has been equally decisive on the side of Canadian skill and industry. Thus in everything appertaining to our schools, from the training of the teacher and the architecture and furnishing of the school-house, to the smallest article of school apparatus, our system is becoming more completely Canadian, and proportionably efficient.

II. THE NATURAL HIGHWAY FROM THE FAR WEST TO THE OCEAN.

At a time when the annexation of North-West territory is under discussion, this is a matter of the highest importance, in a national point of view. If we look at the map of North America, we observe two great highways, viz., the Mississippi and the St. Lawrence—each the natural outlet for the productions of the region through which it flows. Unfortunately, however, in the case of the latter, we find art frustrating the intentions of nature. Instead of the trade of the West passing down the St. Lawrence, we find it tapped by canals and railways, at Buffalo, Rochester, Oswego, Cape Vincent, Ogdensburg, and Montreal, and competed for by the cities of Boston and New York.

As a matter of Canadian policy, (in which light we now view this subject,) this state of things should be corrected; and, fortunately, the remedy is in our own hands, viz., by the construction of a ship canal between the mouths of the French and Ottawa Rivers. We are aware of the existence of an Act incorporating the Toronto and Georgian Bay Canal Company, but no person views the carrying out of such a work otherwise than as a sectional undertaking, or believes that it will ever be seriously commenced, much less completed. From the first we have seen the insuperable difficulties which beset that work, and have warmly advocated the opening up for modern navigation of the route through which the early pioneers of the North-West carried on their voyages of discovery and trade.

The great national work, *par excellence*, is the one of which we have spoken above, and for which nature has largely provided. We must view it as the means of developing the resources of the country through which it runs—as the great highway of emigration to the West—and as the route by which the exports and imports of a country (even without the contemplated addition) nearly as large as Europe must pass. Montreal, as the terminus of this canal, and the head of ocean navigation, will then be the centre of this vast commerce.

It is remarkable that the people of Chicago and the West should have devoted their attention more continuously to this subject than Canadians, through whose country the trade must pass, or Great Britain, which it must eventually reach. Therefore it is that it is our desire now to call the attention of the government and of the public

to the matter, as the means of giving to Canada her proper position on this continent.

Were we in a position to commence this work during the next year, it would be a fit celebration of the centenary of the conquest of Canada,—yes, more, a reconquest of the country, not by arms, but by the ægis of British commerce.

In a letter written by Walter Shanley, Esq., C.E., published in the Report of the Commissioners of Public Works for the year ending December, 1856, he says:—

“As to the result of my observations on that section of the route where the flow of the water is to the west, I will briefly state that the mouth of the French River, by which I entered it, under the guidance of an Indian of Lake Nipissingue, is not obstructed by islands, and is capable of being made accessible for large vessels; that the French River itself is singularly facile of adaptation to the purposes of deep navigation; that Lake Nipissing, a noble expanse of water, possesses, at least on that side of it (the southerly) with which we have to do, ample depth and fine harborage; and finally, that the ridge separating its waters from those of the Ottawa cannot be looked upon as a formidable barrier to their union, when it is known that a cutting of three-fourths of a mile in length, by twelve feet in depth, would cause the upper waters of the Matawan, now tributary to the Ottawa, and more than 200 feet deep, to flow to Lake Huron by way of the French River.”

And further he adds:—

“I voyaged the whole of the above mentioned portion of the route some 260 miles, (from the mouth of the French River to Portage du Fort) by canoe, and found it to embrace a vast proportion of deep, still water, stamped to a great extent with lake rather than river characteristics; and I reached the end of my journey strongly impressed with the conviction that nature has there marked out a pathway in the desert, that the genius of commerce will, at no far distant day, render subservient to its ends. The navigable connection of the great Lakes with ‘La Grande Rivière du Nord,’ I look upon as inevitable; the *scale* of navigation to which the route as a whole is capable of being adapted, remains to be determined by survey.”

From a comparison of routes, it appears that the Ottawa route is the cheapest.

The great problem to be demonstrated is that a barrel of flour can be carried as cheap from Quebec to Liverpool as from New York. The present difference is caused by the different rates of insurance, and the fact that while shipowners are always sure of a cargo from Quebec to Liverpool, they are not so from Liverpool to Quebec. We shall endeavour to shew that if the West exports by the St. Lawrence she must also import by the same route.

By a resolution of the Senate of the United States of March 1851, the Secretary of the Treasury was requested to communicate to the Senate full and complete statements of the trade and commerce of the British North American Colonies with the United States and other parts of the world. This was done by Israel D. Andrews, and many of our readers are aware how his Report on Colonial and Lake Trade abounds with valuable statistical information. We there see the grand network of artificial communication by which the trade of Canada and the West is collected and centred in New York, and thereby diverted from its natural channel of the St. Lawrence, and an apprehension is manifested lest we should undertake the construction of rival lines, and build up a commercial emporium on the banks of our noble river which will compete with New York for European trade.

The merchant always endeavors to sell in the dearest and buy in the cheapest market. The West will not be a manufacturing country for a long time to come. England is generally the best market for the sale of Western produce, and also the best and cheapest for the purchase of manufactured goods. The people of Chicago are longing for a ship canal, by which they can reach Liverpool. All their importations must then be from England *via* the St. Lawrence, causing a direct exchange between the producer and consumer. Great Britain will then have the boundless West, with its magnificent cities and millions of inhabitants as a market for her manufactures, thus making the interest of the two countries one, and binding them to continual amity. She will thereby circumscribe the manufacturing interest of the Eastern States, which is now threatening to be her greatest rival.

What would Quebec be at the present time without her timber trade? Yet this will not last for ever. If our rulers are wise, they will provide for another and more enduring commerce, such as that now glanced at. The canal will then properly belong to the merchants and manufacturers of London, Manchester, Liverpool and Glasgow. We will open the locks and collect the tolls.

This is one view of our Ottawa route, in an Imperial light, but assuredly one of great national importance.

We recommend it to the serious attention and far-seeing intelligence of British merchants, so that they may bestir themselves in the matter, before this trade becomes settled in channels, which it will take years upon years to disturb. With a cargo each way between Liverpool and Quebec, and an improved chart and improved lighting of the

St. Lawrence, the trade of the lakes must seek its long forsaken but natural channel. We were never disposed to loosen the bond which binds us to the Mother country; the completion of this great work would but rivet more securely—indeed, *clinch at both ends*—the firm bond that connects us with each other.

We will not enlarge upon the next part of our subject (or another Imperial or rather national view of it) although we cannot close our eyes to the importance of the work in a military point of view, if, unhappily a *casus belli* should arise between our country and the neighbouring republic. The control of the Upper Lakes would then be in our hands, and a *safe transit* for our troops and military stores secured; yet we sincerely trust that our new canal may be always used for the ends of amity and commerce.

Lastly, the City of Ottawa having been selected as the permanent Seat of Government, there are reasons in this connection, which must be obvious to every one, why this great work should at once be taken up, and at whatever cost (for it would soon far more than repay the country for its construction) be carried forward to a speedy completion.—*Montreal Gazette.*

III. INCIDENTS AT THE MARRIAGE CEREMONIAL OF THE PRINCESS ROYAL.

ENTRANCE TO THE CHAPEL ROYAL OF THE PRINCESS OF PRUSSIA AND QUEEN VICTORIA.

Suddenly there is a little stir, after the pause caused by the last entrance, and the Princess of Prussia, mother to the bridegroom, enters the chapel, magnificently attired in a robe of white satin. With her Royal Highness come their Highnesses Prince Adalbert and Prince Frederick Charles, and a most brilliant suite of Prussian officers. The whole brilliant audience of the chapel rises *en masse* and bows as the Princess Royal's mother-in-law elect passes on to the altar. Hardly are they seated there, on the left hand side, when faintly in the distance the long blown, clear, defiant notes of the trumpets are heard. They come nearer and nearer, and the last arrivals among the visitors hasten to arrange themselves, while the officers of the household fall into brilliant line along the pathway up the chapel at either side. Step by step the advance of the trumpeters is followed; now they are descending the staircase, the regular roll and beat of the silver-kettle drums become audible, and the prolonged triumphant flourish proclaims the approach of Majesty. The trumpeters, pursuivants, clerks and equerries file off outside the chapel, but the Lord Steward, Norroy, Clarencieux, Garter, the Lord Privy Seal, the President of the Council, the Lord Chancellor, the Earl Marshal of England, and others of high note and rank, all enter. But they enter almost unobserved, for from behind them comes the Princess Mary of Cambridge. A murmur of admiration, which neither time nor place could altogether subdue, greets her as she enters the chapel, bowing with stately elegance in return for the homage rendered her. After her Royal Highness comes the Duke and Duchess of Cambridge, and to them also a tribute of cordial respect is paid. But a deeper reverence awaits the Duchess of Kent, who smilingly, and as to friends, returns the greeting. The next great notability is the veteran Premier, who bears before the Queen the Sword of State in ponderous solemnity. After this even the Royal Princes are unnoticed, and every one bows slowly and deeply as her Majesty, leading in either hand Prince Arthur and Prince Leopold, enters the chapel. Of course, on these occasions there is no applause, and nothing but the prolonged obeisances denote the depth of loyal welcome with which the royal mother of the bride is welcomed. The Queen looks, as she always looks, kindly and amiable, but self-possessed and stately. On her head is a crown of jewels. Courtseying in acknowledgement of the profound homage with which she is welcomed, her Majesty passes at once to her Chair of State on the left of the altar, and which is placed between the five embroidered settees occupied by the youngest royal children. From this time all remain standing in the presence of Majesty, even the Princess of Prussia, who stands on the opposite side of the altar.

THE BRIDEGROOM ADVANCES TO THE ALTAR.

Again there is another pause of deep interest, and again the drums and trumpets are heard, and, ushered in with the same imposing ceremonies, comes the procession of the bridegroom. On his right hand walks his Royal Highness the Prince of Prussia, his father, and on his left his brother, Prince Albert of Prussia. All eyes, however, are fixed upon the Royal bridegroom, as he walks slowly, but with perfect ease and elegance, up the centre of the chapel. He wears the uniform of a Prussian officer, with the insignia of the Order of the Black Eagle of Prussia.

The uniform shows his tall figure to advantage, and sets off his frank, open countenance, and prepossessing bearing. Near the altar he stops before Her Majesty's chair of State, and slowly bows with the most profound reverence, and, turning to his royal mother, he bows again with equal respect, but less deeply than to the Queen,

and then, kneeling in the centre of the chapel, prays with earnest devotion for a few minutes. His prayers ended, he rises and stands at the right hand of the altar, waiting his bride, and likewise submitting to such a scrutiny from hundreds of brilliant eyes as never bridegroom withstood alone before.

INTRODUCTION OF THE ROYAL BRIDE.

After a while the Chamberlain and Vice-Chamberlain again quit the chapel and usher in the procession of the bride, and with their absence a heavy silence of suspense steals upon the assembled guests, and deepens as the moments pass. The very little whispering gradually grows less and less, until it stops entirely, the plumes cease to wave, and even the restless glitter of the diamonds seems almost quenched as the noble assemblage sits mute and attentive, with their eyes turned in eager expectation towards the door.

As the bride passes up to the altar she stops and makes a deep reverence to her mother, though with evident agitation, and her face flushes like crimson; again turning, she renders the same homage to the Prince of Prussia. As she does so, the bridegroom elect advances, and kneeling on one knee presses her hand with an expression of fervent admiration that moved the august audience. Taking their places then at the altar, and with their illustrious relatives standing round in a group of unequalled brilliancy, the service commences with the chorale, which peals through the building with the most solemn effect. The words are particularly appropriate, full of feeling and piety, and the audience follow them in a whispered cadence as the choir sing—

This day, with gladsome voice and heart,
We praise Thy name, O Lord, who art
Of all good things the giver!
For England's first born hope we pray—
Be near her now, and ever!
King of Kings, Lord of Lords,
Father, Son and Holy Spirit,
Hear us, while we kneel before Thee!

THE MARRIAGE CEREMONIAL.

The hymn over, the Lord Archbishop of Canterbury took his place in the centre of the altar, and assisted by the Bishop of London, as Dean of the Chapel Royal, the Bishop of Oxford, as Lord High Almoner, the Bishop of Chester, as clerk of the Closet, the Dean of Windsor, as Domestic Chaplain, and the Rev. Dr. Wesley, as Sub-Dean of the Chapel Royal.

After going through the usual formulary, the Primate asks the royal bridegroom—

“Wilt thou have this woman to be thy wedded wife, to live together after God's ordinance in the holy estate of matrimony? Wilt thou love her, comfort her, honor and keep her in sickness and in health; and forsaking all other, keep thee only unto her, so long as ye both shall live?”

To this the Prince replies loud and clear, “I will.”

To the same question the faint answer of the bride is barely audible, though the attention of all is strained to the utmost to catch the feebly uttered words.

To the next—

“Who giveth this woman away?”

The Prince Consort replies loudly, “I do.”

Then the Prince takes his bride's hand in his own, in earnest waruth, and repeats slowly and distinctly after the Primate—

“I, Frederick William Nicholas Charles, take thee, Victoria Adelaide Mary Louisa, to my wedded wife, to have and to hold from this day forward, for better for worse, for richer for poorer, in sickness and in health, to love and to cherish, till death do us part, according to God's holy ordinance; and thereto I plight thee my troth.”

Again, in reply, the words of the bride are almost lost, and she seems faint and tremulous.

The Prince then, taking the ring from his brother Albert, said with marked emphasis:

“With this ring I thee wed, with my body I thee worship, and with all my worldly goods I thee endow: in the name of the Father, and of the Son, and of the Holy Ghost. Amen.”

The usual prayer was then offered up, and the Primate, joining their hands together, said, “Whom God has joined together, let no man put asunder.”

The royal couple then knelt, with all the bridesmaids, while the rest of the ceremony was proceeded with, the Bishop of London in a clear and distinct voice reading the exhortation.

At the concluding words the Hallelujah Chorus—

“Hallelujah! for the Lord God Omnipotent reigneth.

“The Kingdom of this world has become the kingdom of our Lord, and of His Christ; and he shall reign for ever and ever.

“King of Kings, and Lord of Lords. Hallelujah.”

rose clear and loud, with thrilling effect.

Hardly had the last words of the chorus died away in solemn echoes, when the ceremonial, as arranged by chamberlains and heralds, ended, and the bride, giving vent to her evidently pent up feelings, turned and flung herself upon her mother's bosom with a suddenness and depth of feeling that thrilled through every heart. Again and again her Majesty strained her to her heart and kissed her, and tried to conceal her emotion, but it was both needless and in vain, for all perceived it, and there were few who did not share it. We need not mention how the bridegroom embraced her, and how, as she quitted him, with the tears now plainly stealing down her cheeks, she threw herself into the arms of her father, while her royal husband was embraced by the Princess of Prussia in a manner that evinced all that only a mother's love can show. The most affecting recognition, however, took place between the bridegroom and his royal father, for the latter seemed overpowered with emotion, and the former, after clasping him twice to his heart, knelt and kissed his parent's hand.

On a subsequent occasion, the following new verses, written for the occasion by Mr. Tennyson, poet laureate, were sung by all the principal performers and chorus:—

God bless our Prince and bride!
 God keep their lands allied,
 God save the Queen!
 Clothe them with righteousness,
 Crown them with happiness,
 Them with all blessings bless,
 God save the Queen!

Fair fall this hallow'd hour,
 Farewell our England's flower,
 God save the Queen!
 Farewell, fair rose of May!
 Let both the peoples say,
 God bless thy marriage day,
 God bless the Queen!

IV. DISCIPLINE AND HEROISM OF BRITISH SOLDIERS.

The following account of the fearful burning of the screw transport steamer, *Sarah Sands*, and the extraordinary and providential preservation of the passengers and crew, will be read with intense interest. It affords another instance, not less remarkable in its way than the heroic defence of Lucknow, of the discipline and bravery of the British soldier under the most trying circumstances. The report says:

We regret to announce a most fearful catastrophe by fire happening to the *Sarah Sands* transport steamer, on her passage to India from Portsmouth, with the head-quarters, and a large portion of the men of the 54th regiment on board, whose preservation and that of the crew may be fairly considered one of the most marvellous on record, as may be inferred from the fact that the ship was burning furiously in a heavy gale of wind 16 hours, the whole of her afterpart being burnt out to a shell.

The *Sarah Sands* is an iron ship, upwards of 2,000 tons burthen, and was formerly employed in running from Liverpool to North America. She was chartered by the East India Company for the conveyance of troops to India, and on the 16th of August she left Portsmouth for Calcutta, under the command of J. S. Castle, with a portion of the 54th regiment on board, comprising Lieutenant Colonel Moffat, 18 officers, 21 sergeants, 15 corporals, 11 drummers, 306 rank and file, 8 women, 7 children, and a number of ladies, relatives of the officers. The voyage appears to have been favorable until the 11th of November, when the ship had reached lat. 14 S., lon. 56 E. (upwards of 460 miles from the Mauritius.) About three o'clock in the afternoon of that day the troops berthed on the after or top deck noticed a smell of burning, which apparently proceeded from beneath them, in the hold. It rapidly increasing, the alarm was given to Captain Castle, who at once ordered the afterhold to be examined, and, to the astonishment, and indeed horror of all, the cargo stowed there proved to be on fire. It was stated that the bulk of the cargo consisted of Government stores. Bale after bale was hauled up in the hope of getting at the seat of the fire, but in a short time the smoke became so dense as to defy any of the crew getting further into the hold, and, filling the whole of the cabins with the suffocating effluvia, forced the ladies to seek relief on the quarter deck. By this time the outbreak became general throughout the ship, and as a natural result much alarm was excited. There was no confusion, however, and every order was obeyed by the men with coolness and courage. The course of the ship was stopped. Colonel Moffat was seen in early consultation with Captain Castle, deciding upon measures for suppressing the flames, while the crew were actively employed in taking all sail in and bringing the ship before the wind. Others ran out lengths of hose from the fire engines, which were passed down to hands below; while

hose was also put on to the donkey engine. It soon became apparent that all these exertions failed in checking the progress of the fire. Colonel Moffat, at the suggestion of the commander, directed his men to at once cast overboard all their ammunition, and in a short time they succeeded in clearing out the starboard magazine. The remainder of the powder in the port magazine, however, excited great apprehensions. Already had the afterpart of the ship become almost impenetrable, from the dense smoke and heat which filled every portion of it. The Colonel appealed to his men for volunteers to attempt to rescue the contents of the magazine now so threatened. Several brave fellows instantly came forward, and heroically succeeded in reaching the magazine and clearing it, with the exception, it is supposed, of one or two barrels. It was truly hazardous work; several nearly lost their lives, having become suffocated with the smoke and heat they fell, and when hauled up by the ropes to the deck they were senseless. The flames soon afterwards burst up through the deck, and, running along through the various cabins, speedily set the whole on fire. There was a heavy gale blowing at the time, and the ship was rolling and pitching. Captain Castle, perceiving the critical position of the ship, at once took measures for the safe lowering of the boats. They were launched without the least accident, and the troops were mustered on deck. There was no rush to the boats, and the men complied with their officers' commands with as much order as on parade. Colonel Moffat informed them that Captain Castle did not despair of losing the ship, but for their own preservation it had been deemed advisable to keep the boat off so as to act in case of emergency. The ladies, women, and children were lowered into the port life boat, and she was directed to stand off until further orders. All hands then turned to constructing rafts of spare spars. In a short time three were put together, and which would have been capable of saving a large portion of those on board. Captain Castle succeeded in launching two overboard, and the third was left across the deck to be lowered at a moment's notice. In the meanwhile the flames had made terrible progress. The whole of the cabins, saloon, &c., were one body of fire; and about nine o'clock the flames burst through the upper deck and ignited the mizzen rigging. Through the forethought of Captain Castle, in bringing the ship before the wind, the fire and smoke were swept sternways, but serious anxiety was felt lest the ship should pay off, and so render her destruction inevitable. Amidst this fearful suspense, a dreadful explosion took place, no doubt arising from one or two barrels left in the port magazine, which blew out the port-quarter. All was consternation—the ship, from the main-rigging to her stern, was in one general body of fire. Captain Castle still had hope, although he expressed his fears to the commanding officer of the troops that the ship would be lost. Providentially the bulkhead of the afterpart of the ship withstood the action of the flames. Here all efforts were concentrated to keep it cool. Party after party of the troops volunteered for the work, and so endeavoured to prevent the fire making its way forward. As it was, several fell senseless from the suffocating influence of the smoke, and were dragged up apparently dead. With the greatest honour to the troops, they obeyed the directions of their officers with a calmness and energy which was almost astounding, and but for which the ship must have perished, and doubtless many of the lives on board with her. For hours did this state of affairs continue. Although the men kept the fire at bay below, it gained the main rigging. Mr. Welch, the chief officer, with several of the soldiers, at once went aloft with wet blankets, and after considerable peril and risk succeeded in extinguishing the flames. As it was, however, some of the yards were destroyed. Towards two o'clock the following morning the men had the satisfaction of seeing the fire diminishing, but it only had the effect of inducing them to continue their exertions with, if possible, almost double energy. The flames were gradually beaten back, and by daylight was accomplished their annihilation. It was not till then that the fearful havoc made by the fire was clearly ascertained. The afterpart of the ship was burned out, merely its shell remaining; and now another fate threatened her. The gale still prevailed, and the ship was rolling and pitching in a heavy sea, constantly shipping considerable water at the port quarter, which had been blown out by the explosion. She had fifteen feet of water in her hold, and active steps had to be taken to prevent her foundering. All the men were set to the pumps and baling water out of the hold. Captain Castle, fearing that the stern would fall out, got two hawsers under her bottom and made them taut; the next difficulty was to stop the water which was pouring in through the quarter. Square sails and blankets were placed over the opening, and the leak was partially stopped. There was no abatement in the gale during the morning, and in every heave of the ship the water tanks in the hold, which had got loose, were dashed from one side to the other. The state of the ship, and the continued severity of the weather, rendered the constant working of the pumps and the baling imperative. It was not till two o'clock in the afternoon that the boat containing the women and children could be got alongside. They were got on board, and the other boats, which had been ordered to keep off during the raging of the fire, returned, with the exception of the gig, which had been

swamped during the night. The officer in charge of her, however, Mr. Wood, and the hands, were picked up by another boat. During the remainder of the day, the following night, and the succeeding day, the whole of the hands and the troops were engaged in working the pumps and clearing the ship of water. By the evening of the 13th the crew succeeded in securing the stern, and getting steerage way on the ship. She had then drifted as far as lon. 13 12 S. Captain Castle then set all sail, and bore up in the hope of making the Mauritius, and to the joy of all on board, made that port in eight days, where her arrival and marvellous escape excited considerable sensation. The officers in command of the troops speak in the highest terms of the conduct of Captain Castle during the trying occasion.

By the latest arrival, the head quarters and men of the 54th regiment continue at the Mauritius awaiting the arrival of a ship to take them to their destination.

V. Biographical Sketches.

No. 3.

GENERAL SIR HENRY HAVELOCK, BART.

He is gone! Heaven's will is best:
 Indian turf o'erlies his breast.
 Ghoul in black, nor fool in gold
 Laid him in yon hallowed mould.
 Guarded to a soldier's grave
 By the bravest of the brave,
 He hath gain'd a nobler tomb
 Than the old cathedral gloom.
 Nobler mourners paid the rite
 Than the crowd that craves that sight.
 England's banners o'er him waved—
 Dead, he keeps the realm he saved.
 Strew not on the hero's hearse
 Garlands of a herald's verse:
 Let us hear no words of Fame
 Sounding loud a deathless name:
 Tell us of no vauntful Glory
 Shouting forth her haughty story.
 All life long his homage rose
 To far other shrine than those.
 "In Hoc Signo," pale nor dim,
 Lit the battle-field for him,
 And the prize he sought and won,
 Was the Crown for Duty done.

From the Times, January 8.

The death of General Sir Henry Havelock, which we communicated to our readers yesterday in a short telegram, is a national misfortune. It has fallen upon the British public with the suddenness of a thunderclap, and the regret expressed by all, both high and low, is such as can scarcely be surpassed by the lamentation of the nation on learning the death of Nelson in the hour of victory, or of Sir John Moore in a moment of no dishonorable retreat. General Havelock, however, has died in the zenith of his fame and glory, and has bequeathed to his countrymen a name which will long be a household word in the homes of England and India.

Major-General Sir Henry Havelock, Bart., K. C. B., was a native of Bishopwearmouth, near Sunderland, where he was born on the 5th of April, 1795. He was the second of the four sons of the late William Havelock, Esq., of Ingress Park, near Greenhithe, Kent, by Jane, daughter of Mr. John Carter, of Yarmouth, a member, it is said, of the Ettrick family. His father was the descendant and representative of a family which long had resided in the neighbourhood of Great Grimsby, Lincolnshire, and our readers will doubtless remember that the good people of that town have lately gone so far as to claim for the Havelocks a descent from Guthrum, or some other Danish prince who lived before the Norman Conquest. All, however, that is known for certain is, that Sir Henry Havelock's father and grandfather were largely engaged in commerce and shipping in Sunderland, and purchased Ingress-park with the proceeds of their successful speculations.

As our readers are aware, the Charter-house is the school to which belongs the credit—and no small credit it is—of having reared the youth of Sir Henry Havelock. At that time the school was in full tide of prosperity under Dr. Russell, and Havelock numbered among his schoolfellows the distinguished name of Connop Thirlwall, now Bishop of St. Davids; the late Sir William McNaughten, Archdeacon Hare, Dr. Waddington, Dean of Durham; Mr. Geo. Grote, the historian of Greece; Sir Charles Eastlake, and Lord Panmure. While Henry Havelock was at the Charter-house a change came over his father's fortunes. Whether the war or commercial speculation was the cause we know not—but so it happened, Mr. Havelock was obliged

to part with his estate at Ingress, and, what perhaps seemed worse fortune still at the moment, to withdraw his son from the Charter House School. Ingress Park was sold to the government, and the youth was entered as a student at the Middle Temple, where we are told he attended the lectures of Chitty, the famous pleader, and formed an intimate friendship with the late Judge Talfourd. Havelock, however, was not moulded by nature for a lawyer; an indoor life did not suit his tastes: he pined for a life of action and enterprise. An opportunity soon offered for another and a more agreeable change.

His elder brother William (who subsequently fell gloriously at the head of his regiment, the 14th Light Dragoons, in the desperate but victorious charge on the Sikhs, at Ramnuggur, November 22, 1849) happened to have gained some distinction in the Peninsula. This gallant youth, who is mentioned in the despatches as even then "one of the most chivalrous officers in the service," was wounded at the battle of Waterloo, where he served as aide-de-camp to Baron Alten. He fortunately possessed sufficient interest and influence to obtain a commission for his brother Henry, and within a few weeks after Waterloo was fought had the satisfaction of seeing him gazetted to a second lieutenancy in the Rifle Brigade. This piece of good fortune, however, was accompanied by one main drawback—the great European war was at an end, and with it, humanly speaking, was gone all chance of active military employment. Peace now breathed over the battle-fields of Europe, and men in all countries were busy counting their wounds and telling the history of them. For eight years Havelock, as a subaltern, was obliged to live a life of military routine at home, in England, Scotland, and Ireland.

At length, in 1823, the opportunity occurred to him of effecting an exchange into the 13th Light Infantry, a regiment under orders for Indian service. Havelock eagerly seized the opportunity, and landed in Calcutta towards the close of that year. In 1824, the first Burmese war broke out, and Havelock served in the Burmese campaign as deputy Assistant Adjutant General to the Forces under Sir Archibald Campbell, and was present at the actions of Napadee, Patnagoa, and Pagan. On the conclusion of the war he was associated with Capt. Lumsden and Dr. Knox in a mission to the Court of Ava, and had an audience of "the Golden Foot," when the Treaty of Yandaboo was signed. In 1828, he published a short account of the Burmese campaigns, which at the time excited some attention by the originality of its remarks and the freedom of the author's comments on the events of the war. In the same year he was appointed by Lord Combermere to the post of Adjutant of the Military Depot at Chinsurah, on the breaking up of which he returned to his regiment. Not long afterwards he visited Calcutta, and, having passed the examination in languages at Fort William, was appointed adjutant of his regiment by Lord William Bentinck. The corps at that time was under the command of Colonel (afterwards General Sir) Robert Sale. In 1838, after 23 years of service as a subaltern, Henry Havelock was promoted to a company and attended Sir Willoughby Cotton as one of his staff in the invasion of Afghanistan. He served through the Afghan campaign with increased distinction, and was present with Sir John Keane at the storming of Ghuznee in 1839. A memoir of this campaign, which is frequently quoted with respect by Indian writers as a valuable work of reference, was published by him in 1840 or the following year.

After a short leave of absence, Havelock was sent to the Punjab in charge of a detachment, and was placed on the staff of General Elphinstone as Persian interpreter. We next find him serving in Cabul under Sir Robert Sale, and present at the forcing of the Choord Cabul Pass, the action of Tezeen, and all the other engagements of that force till it reached Jellalabad. In conjunction with his friends Major Macgregor and Captain Broadfoot, he had, under Sale, the chief direction of the memorable defence of that place and wrote all the despatches relating to it, which were highly praised by the late Sir George Murray. For his services in Cabul he obtained his brevet majority, and was made a Companion of the Bath.

Having accompanied Generals Pollock and Gough as Persian interpreter on one or two expeditions of minor importance, in 1843 we find Major Havelock with the British army at Gwalior, and present at the battle of Maherajore. Having obtained the brevet rank of Lieutenant-Colonel, in 1845 he proceeded with Lords Hardinge and Gough to the Sutlej, and was actively engaged at the battles of Moodkee, Ferozeshah, and Sobraon. In the first of these engagements he had two horses shot under him, and a third at Sobraon; but from first to last he never received a single wound. On the conclusion of the Sikh war he was appointed Deputy Adjutant-General of the Queen's troops at Bombay.

Scarcely had he received the tidings of this appointment when the second Sikh war broke out, and he had to learn the news of his brother's glorious death at Ramnuggur, to which we have already alluded. His own regiment, the 53rd, was ordered up from Bombay to take the field, and had proceeded as far as Indore, when he had the mortification of finding his orders countermanded, and he returned to his staff appointment at Bombay.

Having spent two years on furlough in England, he returned to India in 1851, and through the kindness of Lord Hardinge, who had watched the latter portion of his career with interest, and by whose side he had fought in the three battles of the Sutlej, he was appointed at first Quartermaster and afterwards Adjutant-General of the Queen's forces in India. This post he held until the war with Persia broke out at the close of 1856. On the despatch of the expedition against Persia he was nominated to the command of the second division, and led the land troops at Mohammerah. The glory of the action, however, such as it was, was reserved for the naval force; for the Persians ran away, and fighting was all on one side. On the conclusion of peace with Persia he returned to India, and was wrecked off Ceylon in April last in the *Erin* as our readers will remember, on his voyage to Calcutta.

On reaching his destination almost the first news that he heard was the outbreak of the mutiny at Meerut and Delhi. He was immediately sent up to Allahabad as Brigadier-General, to command the moveable column employed against the miscreant Nana Sahib. His subsequent victories over the Nana's troops, including eight or nine pitched battles against numbers far superior to his own, and crowned by the action of July 16th, at Cawnpore, and his subsequent relief of the gallant band besieged at Lucknow are events too fresh in our readers' memories to need recounting here.

For his first exploits in the early summer Brigadier-General Havelock was rewarded with a good service pension of £100 a-year—all, we may here remark, that the Commander-in-Chief then had it in his power to bestow. Since that time we have heard in rapid succession how Havelock has been raised to the rank of a general officer, been honored with the riband of a Knight Commander of the Bath, and rewarded with the more substantial prizes of £1,000 annual pension and the colonelcy of the 3rd Buffs; and finally, how on the 26th of November last the *London Gazette* announced that Her Majesty has been pleased to elevate him to the baronetcy as Sir Henry Havelock of Lucknow. Alas! on the very day before the *Gazette* appeared, Sir Henry Havelock had paid the debt of nature, having died (as our telegram stated yesterday) of dysentery, brought on by exposure in the field and anxieties of his trying position—one which it certainly required a charmed life and almost superhuman strength to maintain.

Sir Henry Havelock married, in 1827, Hannah Shepherd, youngest daughter of the late Rev. Dr. Marshman, of Serampore, the learned and accomplished biblical scholar, by whom he left a family of three surviving daughters and three sons, the eldest of whom, now Sir Henry Marshman Havelock, second baronet, was born in 1830. He at present holds a captain's commission in the 18th Royal Irish, and has been lately serving in India as Deputy Assistant Adjutant-General under the gallant father whose honored name he bears, and whose loss he must so deeply deplore. It is only about a fortnight ago that Lady Havelock, after a short stay in London and at Bath, left England for Germany amid the congratulations of her friends; and in the course of this day she will doubtless learn the sad intelligence of an event which has made herself a widow and her children fatherless. She will not want the hearty sympathy of the British public in her own and the nation's cause.

VI. Papers on Practical Education.

1. DISCRETION—ENERGY—FIRMNESS—JUSTICE—LOVE. PRIZE ESSAY,

ON THE DIFFICULTIES AND ENCOURAGEMENTS OF THE FEMALE TEACHER.

By Mrs. Davis, Camberwell, England.

That the subject proposed for this Essay is one which demands the serious consideration of those females who are so highly privileged as to be intrusted with the important work of teaching the young, all must admit, inasmuch as it will be necessary for the due performance of her task, that she should first sit down and count the cost; for, should she enter upon her office without having done so, she will soon be tempted either to neglect, or give it up altogether. Whilst on the other hand, if she has duly estimated it, she will, with the Divine blessing, be prepared for any emergency.

The wise man has left on record, that "in all labour there is a profit," and in no kind of labour is this truth more apparent than in the work we are now considering: whilst, therefore, the teacher, in her prospective view, will see many difficulties, she will also, if she scans rightly, perceive much room for encouragement. This we will endeavour to show, and, in considering the difficulties which tire female teacher will have to encounter, we will range them under three heads—first, those arising from the children themselves; secondly, from their parents and home influences; and thirdly, from local circumstances.

First, those arising from the children themselves are only such as we may naturally expect, if we consider the nature of the creatures

with whom we have to deal. To do this we will recur to the testimony of Holy Scripture and our church respecting them. In the former we find that "foolishness is bound up in the heart of a child;" again, "as soon as they are born they go astray speaking lies." And our catechism teaches us that they are "born in sin." This testimony to their nature is fully borne out by our daily experience of their folly, waywardness, and other faults. Slow indeed we find them in acquiring anything good, but very apt in learning evil. Again, the intellectual capacities and natural dispositions of the different children present almost as much variety as the children themselves; and this fact renders the teacher's task one of no common difficulty, for, were they all of similar moral dispositions, and alike constituted in mind, one mode of treatment would serve for all; but, as we scarcely find two exactly alike, the course of training must vary to suit each, as that which will be proper for one temperament, will be useless, if not positively mischievous for another. Hence the great difficulty with them is, to find out the real disposition and capabilities of each child; and that being done, the remaining part of the teacher's work, as far as the children themselves are concerned, will, with the Divine blessing upon her endeavours, and the exercise of discretion, energy, firmness, justice, and love, as handmaids, be easily accomplished. But,—

Secondly, the difficulties arising from the parents and home influences, are not so easily surmounted. Here the teacher has too often to contend with opposition arising from ignorance, and a mistaken fondness for their offspring. Wholesome discipline is frequently misconstrued, as needless or wanton severity; the children are practically taught to despise the teacher, by seeing how lightly their parents esteem her; and alas! not un seldom to this is added the sad effects arising from bad example, and the further evils of improvident, careless, and procrastinating habits, bringing in their train irregularity of attendance at school, and a want of interest in school duties. Nor is it the least part of the teacher's perplexity to feel it to be her duty to teach these misguided and neglected children to honour those whose errors they cannot but perceive, and to whom, apart from their affinity to them, no honour is due. Well is it for that teacher, who, under such painful circumstances, knows where to apply for that "wisdom which is profitable to direct." Happily, however, there are some bright exceptions to this sad picture. All parents are not of the class just described; very many are to be found, who, taking a lively interest in their children's welfare for time and for eternity, do all in their power to promote it, and fully appreciate the efforts of their instructors.

Thirdly, the difficulties arising from local circumstances vary in different situations. In some poor neighbourhoods the funds of the school are so low that she is of necessity underpaid, and consequently her pecuniary resources are so limited as often to cause her much anxiety. Nor is that the only evil attendant on poverty of school funds; she is frequently as much straitened, in the books, apparatus, &c., necessary for the efficient working of her school, as she is in her own private means. Another of her difficulties, especially in country places, is her isolated position, and want of congenial society. The education necessary to qualify her for her office, is of that kind which will increase her zest for social intercourse with minds similar to her own, and after the labours of the day, or week, her heart yearns for companionship with those who can and will sympathise with her joys and sorrows, and with whom she can walk as friends. But she feels that she is alone; those around her either move in a sphere of life above that which she occupies, and are therefore those to whom, as a Christian schoolmistress, she is bound to give precedence and honor, and with whom it would be presumptuous in her to desire to mix [although from them she will always receive kindness and sympathy], or she is surrounded by those who, being her inferiors in education, are therefore incapable of entering into her feelings. Perchance some of these may be her superiors in wealth, and by them she often finds the difficulties of her situation increased. Unable as they are to understand her, she is with them a mere hireling; her plans for the welfare of her charge are by them opposed and frustrated; and were it not for the firm support she receives from the clergyman and those possessed of true gentility, her spirit would be overwhelmed within her. Happy will she be who under such trials is enabled patiently to continue in well-doing, and so eventually disarm opposition, and practically show that it is possible by good works to "put to silence the ignorance of foolish men." But, it does sometimes happen that the teacher meets with difficulties arising from the injudicious kindness of her employers. They are anxious to lighten her cares, and add as much to her happiness as possible, and with that view, are led perhaps to treat her with undue familiarity. By this mode of treatment she is in danger of being exalted too highly in her own estimation; and learns to look upon that as a right, which is only conceded to her by courtesy. Meanwhile those who have contributed to this feeling, now seeing their error, pursue an opposite course, which contrasting forcibly with their manner at first, she considers herself aggrieved, and gives way to feelings of discontent, which feelings manifest themselves too often by a want of deference and respect. These difficulties are

far less common than any other the teacher has to contend with, and may be avoided by both parties taking a just estimate of their respective positions. The confidence, respect, and sympathy of her employers every teacher has a right to, or she is unfit for her office; but she is unwarranted in aspiring for more than that, and if she does so she shows that the knowledge she possesses has puffed her up rather than edified her.

We will now turn from the shady to the sunny side of the picture, viz.: the encouragement of the female teachers. Here again we will turn to the unerring word of God, by which we are assured that if we "train up a child in the way he should go, when he is old he will not depart from it." And though for a time our labour may seem to be in vain, yet we are expressly told that "bread cast upon the waters shall be found after many days."

The peculiar and almost uncontrolled influence which females possess, not only in their own families, but in society at large, is another strong ground of encouragement to the Christian schoolmistress, and she will do well to remember that the character of a school is at all times strongly marked by the complexion of its female head; and if she rightly exerts her influence over the little ones committed to her care, she may, through them, be enabled to benefit even the most unpromising of their parents. We know that it has often pleased God, "by the weak things of the world, to confound the things that are mighty," and "out of the mouth of babes and sucklings to perfect praise." Again, many instances are recorded in Holy Scripture of the services of women in the cause of God being marked by tokens of peculiar honour. When, therefore, the teacher calls these things to her remembrance, she will see abundant cause for thanksgiving and great encouragement for the future.

But, to descend from these high and holy motives for encouragement, she cannot but acknowledge that, as far as her temporal prospects are concerned, a great change has been made for the better, in the course of the last twenty years. Her work is better understood and appreciated, a great stimulus has been given to it by the state, and large sums of money annually voted for its promotion; friendly supervision by able and experienced men is now very general; and our church, ever ready to extend its aid to the youngest of its members, has become increasingly zealous. Under its auspices, associations have been formed, for the mutual improvement of those engaged in the work of education; and the female teacher is allowed to partake of all these privileges.

Independently, however, of these things, there is one additional source of encouragement which the faithful and sympathizing teacher daily meets with, viz., the affectionate sympathy and respect of the children amongst whom it has been, and is, her privilege to labour. Amply will she feel herself repaid by witnessing their joyous and trusting countenances, and she may feel assured that if she brings a heart full of love for, and faith in, her work, and manifests it by an unceasing interest in their welfare, her love will be fully returned, and in due time they will "arise and call her blessed."

2. IMPROPRIETIES OF SPEECH.

I.

We often hear persons speak of 'an use,' 'an union,' etc. As properly might they say 'an year.' When *u* at the beginning of a word has the sound of *yoo*, we must treat it as a consonant, and use *a* instead of *an* before it. So in the word *one*, the vowel sound is preceded by the consonant sound of *w*, as if it were *wun*; and we might as properly say 'an wonder, as say 'such an one.' Before words commencing with *h* silent *an* must be used; as 'an hour,' 'an honest man,' etc. Before words commencing with *h* aspirated we use *a*; as 'a hope,' 'a high hill,' 'a humble cot,' etc. Do we aspirate the *h* in *humble*? Yes. So say Webster and the most modern authorities.

II.

It is a common mistake to speak of a disagreeable *effluvia*. The word is *effluvium* in the singular, and *effluvia* in the plural. A similar form should be observed with *antomato*, *arca'num*, *erra'tum*, *phenomenon*, *allu'vium*, and several other words which are less frequently used, and which change the *um* or *on* into *a*, to form the plural. In *memorandum* and *encomium*, usage has made it allowable to form the plural in the ordinary way, by the addition of *s*. We may say either *memorandums* or *memoranda*, *encomiums* or *encomia*. A man, who should have known better, remarked, the other day, 'I found but one *errata* in the book.' *Erratum*, he should have said; one *erratum*, two or more *errata*.

III.

There is an awkwardness of speech prevalent among all classes of American society in such sentences as the following: 'He quitted his horse and got on to a stage-coach; 'He jumped from the counter on to the floor; 'She laid it on to a dish; 'I threw it on to the fire.' Why use two prepositions where one would be quite as explicit, and far more elegant? Nobody, in the present day, would think of saying,

'He came up to the city for to go to the exhibition,'—because the preposition *for* would be an awkward superfluity; so is *to* in the examples given. There are some situations, however, in which the two prepositions may with propriety be employed, though they are never indispensable; as, 'I accompanied such a one to Bridgeport, and then walked on to Fairfield.' But here *two* motions are implied, the walking onward and the reaching of a certain point.

IV.

There seems to be a natural tendency to deal in redundancy of prepositions. Many people talk of 'continuing on.' I should be glad to be informed in what other direction it would be possible to *continue*.

V.

It is illiterate to put the preposition *of* after the adverb *off*; as, 'the satin measured twelve yards before I cut this piece *off of* it; 'the fruit was gathered *off of* that tree; 'he fell *off of* the scaffolding.'

VI.

There is an inaccuracy connected with the use of the disjunctive conjunctions *or* and *nor* by persons who speak in the following manner: 'Henry or John are to go to the lecture;' 'His son or his nephew have since put in their claim;' 'Neither one nor the other have the least chance of success.' The conjunctions disjunctive *or* and *nor* separate the objects in sense, as the conjunction copulative unites them; and as, by the use of the former, the things stand forth separately and singly to the comprehension, the verb or pronoun must be rendered in the singular number also; as, 'Henry or John is to go to the lecture;' 'His son or his nephew has since put in his claim;' 'Neither one nor the other has the least chance of success.'

VII.

Many people improperly substitute the disjunctive *but* for the comparative *than*; as, 'The mind no sooner entertains any proposition, *but* it presently hastens to some hypothesis to bottom it on.'—*Locke*. 'No other resource *but* this was allowed him;' 'My behavior,' says she, 'has, I fear, been the death of a man who had no other fault *but* that of loving me too much.'—*Spectator*.

VIII.

Sometimes a relative pronoun is used instead of a conjunction, in such sentences as the following: 'I do not know *but what* I shall go to New York to-morrow;' instead of 'I do not know *but that*,' etc.

IX.

Never say 'cut it in half;' for this you cannot do, unless you could annihilate one half. You may 'cut it in two,' or 'cut it in halves,' or 'cut it through,' or 'divide it;' but no human ability will enable you to cut it in half.

X.

There are speakers who are *too refined* to use the past (or perfect) participle of the verbs 'to drink,' 'to run,' 'to begin,' etc., and substitute the *imperfect tense*; thus, instead of saying, 'I have drunk,' 'He has run,' 'They have begun,' they say, 'I have drank,' 'He has ran,' 'They have began,' etc. Some of the dictionaries tolerate *drank* as a past participle; but *drunk* is unquestionably correct English. Probably it is from an unpleasant association with the word *drunk* that modern refinement has changed it to *drank*.

XI.

It is very easy to mistake the nominative when another noun comes between it and the verb, which is frequently the case in the use of the indefinite and distributive pronouns; as, 'One of those houses *were* sold last week;' 'Each of the daughters *are* to have a separate share;' 'Every tree in those plantations *have* been injured by the storm;' 'Either of the children *are* at liberty to claim it.' Here it will be perceived that the pronouns 'one,' 'each,' 'every,' 'either,' are the true nominatives to the verbs; but the intervening noun in the plural number, in each sentence, deludes the ear; and the speaker, without reflection, renders the verb in the plural instead of the singular number. The same error is often committed when no second noun appears to plead an apology for the fault: as, 'Everybody has a right to look after *their* own interest;' 'Either *are* at liberty to claim it.' This is the effect of pure carelessness.

XII.

There is another very common error, the reverse of that last mentioned, which is that of rendering the adjective pronoun in the plural number instead of the singular, in such sentences as the following: 'These kind of entertainments are not conducive to general improvement;' 'Those sort of experiments are often dangerous.' This error seems to originate in the habit which people insensibly acquire of supposing the prominent noun in the sentence (such as 'entertainments' or 'experiments') to be the noun qualified by the adjective 'these' or 'those;' instead of which it is 'kind,' 'sort,' or any word of that description *immediately following* the adjective, which should be so qualified, and the adjective must be made to agree with it in the sin-

gular number. We confess, it is not so agreeable to the ear to say 'This kind of entertainments,' 'That sort of experiments;' but it would be easy to give the sentence a different form, and say 'Entertainments of this kind;' 'Experiments of that sort;' by which the requisitions of grammar would be satisfied, and those of euphony, too.

Whatever is worth doing is worth doing well. If our native language is worth studying, it is worth speaking well. *Youth* is the time for forming correct habits of speech.—*Sargent's School Monthly*.

3. ARGUMENTS IN FAVOUR OF FREE SCHOOLS FOR ALL.

C. R. Burdick has an article in the December number of the *New York Teacher*, on Free Schools for All, and All in the Free Schools. He takes the ground that it is the duty of every State to provide schools for all her children, and then to take care that all attend them. This should be done, because general education is essential to the safety of life and property. All nations should provide for the perpetuation of their institutions, particularly our own, which seems to be the result of a world's struggles for liberty. The warnings of history should be regarded: Greece and Rome fell because they did not educate their masses. Though we appropriate large sums to educational purposes, and have numerous academies and colleges, the writer thinks that a vast portion of our population is growing up in ignorance, schooled only in the school of vice. This mass is increasing yearly, especially in our cities. New York is taken as an example; it needs no prophet to predict the future history of this city, unless a more stringent system of education, intellectual, moral and physical, is there adopted. Abundance of school accommodation should be provided for all, and attendance should be secured by law. Civil disabilities should be laid upon ignorance. Not only should children be punished for truancy, but parents should be subjected to fine or imprisonment for permitting it, or for neglecting to send their children to school. Nor should parents be allowed to withdraw their children till they have gone through a certain routine of studies, at least in the primary branches. Danger from the wholesale distribution of the elective franchise should be averted by allowing no man, either foreign-born or home-born, the rights of citizenship, unless able to read and write well, and tolerably versed in arithmetic.



TORONTO: MARCH, 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 800 per month) on various subjects.

(Continued from the last Number.)

NO. 7. SELECTION OF SCHOOL SITE AND ERECTION OF THE SCHOOL HOUSE.

"The majority of the trustees and the majority of the electors present at a special meeting called for the purpose, have a right to decide, without further appeal, upon the site of the school-house for their section.

"By the 4th clause of the 12th section of the School Act of 1850, the Trustees are the judges as to what kind of a school-house they will erect, and how much they will expend in erecting and furnishing it; but, by the 7th clause of the same section of the Act, they are required to consult their constituents as to the mode of providing the sum or sums necessary to pay for the school-house, as well as for other school purposes; and by the 6th section of the Supplementary School Act, a special meeting must be called to determine the school site. But, in regard to all other purposes, the Trustees exercise their own discretion as to whether and when they will call a special school meeting, as authorised by the 12th clause of the 12th section of the School Act of 1850.

"The Court of Queen's Bench has decided that none but freeholders and householders,—whose names appear on the Assessors' Rolls as such,—have a right to vote at a school meeting."

NO. 8. INDIVIDUAL RESPONSIBILITY AND POWERS OF TRUSTEES.

"By the 9th section of the Supplementary School Act, the Trustees are made *individually* responsible for any part of the School Fund forfeited or lost to their School Section through their neglect. If, therefore, your Trustees do not keep open the school any part of the year, they are personally responsible for money lost to the Section on that account; and the amount can be recovered against them, on the complaint of any resident in the Section to a magistrate. This section of the law was passed to compel Trustees to keep their school open, whether inclined to do so or not.

"If a trustee refuses to act, his colleagues can complain of him, and have him fined; but two trustees can do all lawful acts of the Corporation, after giving their colleague an opportunity to join in their acts.

"On the union of two school sections into one, the trustees of the united section succeed to all the powers and obligations of the trustees of both sections united.

"Trustees can supply their schools with the requisite maps, apparatus, and books, out of any school moneys in their hands, except the school fund.

"The Trustees alone, and *not any public meeting*, have the right to decide what Teacher shall be employed, how much shall be paid him, what apparatus shall be purchased, what repairs, &c., shall be made, how long the school shall be kept open; in short, everything that they may think expedient for the interest of the school. See clauses 4 and 5 of the 12th Section. No *special* school meeting called by the Trustees (and nobody else, except the Local Superintendent, has the right of calling a special school meeting) has a right to decide or discuss any other matter or matters than such as are *specified* in the *notices* of the Trustees calling such meeting, as provided in the 12th clause of the 12th Section.

"A Secretary-Treasurer can be appointed, and changed by the majority of the Trustees at any time."

NO. 9. TRUSTEES CONTROL OVER THE SCHOOL HOUSE.

"The control of the school-house is legally with the Trustees alone, by virtue of their office, and with no other party or meeting whatever. It is, therefore, in the power of the Trustees to confine the school-house exclusively to school purposes; but it has been, and is in country places, customary for the Trustees to allow the school-house to be used for purposes of religious worship, Sunday school, or singing school, especially in neighbourhoods where there are no places of religious worship. Religious parties allowed to use the house, ought to pay for any injuries done; and should pay the teacher, or some one, to clean the house, from time to time, as might be considered equitable by the Trustees.

"If the Trustees abuse their power, in allowing their house to be used for improper purposes, they may be restrained by an Injunction of the Court of Chancery, should a party concerned complain of them, and sustain his complaint by satisfactory evidence. But the Trustees do not incur any personal responsibility in the customary exercise of their discretionary power over their school-house."

NO. 10. AGREEMENTS WITH TEACHERS MUST BE UNDER SEAL.

"The Court of Queen's Bench has decided that a *written* document signed with the Corporate seal is the only legal proof of an agreement between a School Corporation and a Teacher. Particular directions and cautions are given on this point in the forms and instructions accompanying the School Acts; and you should have attended to it when you made the verbal agreement with the individual Trustees in question. The law provides carefully for the protection of teachers, but it cannot protect them unless they make agreements according to law with their Trustees. Seals can be made in Toronto for about \$3 each.

"The Court of Queen's Bench has also decided that a Teacher has no claim upon the Trustees for any salary on account of non-payment of what is due him, after the amount of an arbitration between him and his Trustees. The mode of proceeding in an arbitration is fully pointed out in the Trustees' School Manual, pages 50-52."

2. OFFICIAL CIRCULAR TO LOCAL SUPERINTENDENTS, BOARDS OF SCHOOL TRUSTEES AND PUBLIC INSTRUCTION.

SIR,—I have the honor to inform you that I have sent to the County Clerk, for yourself, and for distribution among the Schools under your superintendence, a copy of each of the following Documents:

1. Annual Report of the Chief Superintendent of Education for 1856.
2. General Catalogue of Books for Public Libraries, in Upper Canada.
3. Catalogue of Illustrated Books for Prizes in the Public Schools.
4. The School House, its Architecture, external and internal arrangements, &c.
- 5-6. Also, some copies of the School Manual and Descriptive Catalogue of Maps and Apparatus for distribution to the Trustees of such of the sections as may apply to you for a copy.

I have requested the County Clerk to reserve for each Superintendent a number of copies equal to the number of Schools in each township. An early application on your part, will, however, be desirable, in order to obviate any mistakes or inconvenience in obtaining the requisite number of copies for your Schools. I have taken the number of School Sections (not schools in operation) reported last year as the basis of my distribution. I have also sent a few extra copies to supply deficiencies.

As the documents now sent have been prepared with much care, and are designed to supply valuable information to the entire section, you had better suggest to the Trustees the importance of keeping them among the official documents of the Section in the School house, or in the School Library, in order that they may be easily accessible, not only to the trustees themselves, but also to the inhabitants at large. Where these reports and documents are kept in private houses their identity as public property is soon lost, besides the difficulty of being able to decide in what part of the section they may be found when required.

The work on the School House and its Architecture is designed, as you will see in the prefatory note, to supply a deficiency long felt in the schools.

The General Catalogue of Books for Public Libraries has been carefully revised and enlarged. It now embraces the entire field of English literature—divided, in a convenient form into books for general reading, and those for reference only. The Catalogue of Illustrated works for prizes in schools is equally attractive.

Apart from the gratuitous furnishing of Official Reports, Journal of Education, Catalogues, Registers and other School documents, each School Section in the remotest Township of Upper Canada can thus obtain books for a library in every de-

partment of science and literature. and school maps and apparatus of every description, at lower prices than they can be obtained at retail in the cities of London, Edinburgh, Boston or New York; in addition to which I add one hundred per cent. to whatever sum or sums are provided by municipal or school authorities from local sources for the purchase of those books, maps, and school apparatus.

I trust that your influence will be exerted to see that the school divisions within your jurisdiction are duly supplied as far as possible, with these instrumentalities of school improvements, intellectual culture, and social enjoyment.

I have the honor to be,

Sir,

Your obedient servant,

E. RYERSON.

EDUCATION OFFICE,
Toronto, February 1858.

3. OFFICIAL CIRCULAR TO HEADS OF COLLEGES AND MECHANICS' INSTITUTES IN UPPER CANADA.

SIR,—His Grace the Archbishop of Dublin having kindly placed at my disposal for gratuitous distribution in Upper Canada a number of copies of his work on Logic, I shall have great pleasure in sending you a copy of the work for the Library of your Institution.

In addition, I shall also be happy to send for the Library a copy of each of the following Reports and Documents, so far as the copies I have on hand will allow:

- The Educational Museum and School of Art and Design in Upper Canada.
- Canada at the Paris Exhibition.
- The School House, its Architecture, external and internal arrangements, &c.
- General Catalogue of Books for Public Libraries in Upper Canada.

Catalogue of Illustrated Books for Prizes in Schools.

Annual School Reports for past years.

Descriptive Catalogue of Apparatus, &c.

Journal of Education for Upper Canada.

General Regulations for Public Libraries.

Grammar and Common School Acts,

And any other documents at the disposal of this Department.

Please let me know the address of the party to whom the parcel should be sent.

I have the honor to be, Sir,

Your obedient servant,

E. RYERSON.

EDUCATION OFFICE,
Toronto, February, 1858.

4. EAST INDIA COMPANY'S SERVICE. EXAMINATION OF CANDIDATES.

(Copy.)

GOVERNOR'S SECRETARY'S OFFICE,
TORONTO, 20th February, 1858.

SIR,—I have the honor, by command of His Excellency the Governor General, to transmit for your information a copy of the "Canada Gazette," of this date, in which is published a notification of an examination, to take place in July, of candidates for the service of the East India Company.

I have the honor to be, Sir,

Your obedient servant,

(Signed,)

R. T. PENNEFATHER,
Governor's Secretary.

The Chief Superintendent of Education, Toronto.

The following is the notification referred to:—

(Copy of Circular.)

Downing Street, 26th Jan., 1858.

SIR,—I transmit to you, enclosed, a printed notification of an examination, which is to take place in July next, of candidates for

the service of the East India Company, and I have to request that you will give every publicity to that notification in the Colony under your government.

I have, &c.,
(Signed) H. LABOUCHERE.

Governor the Right Hon. Sir E. W. HEAD, Bart.

CIVIL SERVICE OF THE EAST INDIA COMPANY.

1. In July, 1858, an examination will take place of candidates for appointments to the Civil Service of the East India Company. Notice will be hereafter given of the days and place of examination.

2. Any natural-born subject of Her Majesty, who shall be desirous of entering the Civil Service of the East India Company, will be entitled to be examined at such examination, provided he shall, on or before the 1st of May, 1859, have transmitted to the India Board, Cannon Row, Westminster:—

(a) A certificate of his birth, showing that his age, on the 1st of May, 1858, will be above eighteen years and under twenty-three years.

(b) A certificate, signed by a physician or surgeon, of his having no disease, constitutional affection, or bodily infirmity, unfitting him for the Civil Service of the East India Company.

(c) A certificate of good moral character, signed by the head of the school or college at which he last received his education; or such proof of good moral character as may be satisfactory to the Board of Commissioners for the affairs of India.

(d) A statement of those of the branches of knowledge hereinafter enumerated in which he desires to be examined.

3. The examination will take place only in the following branches of knowledge:

English Language and Literature,—Composition ..	500
English Literature and History, including that of the Laws and Constitution.....	1,000
	1,500
Language, Literature and History of Greece	750
“ “ “ Rome	750
“ “ “ France	375
“ “ “ Germany	375
“ “ “ Italy	375
Mathematics, pure and mixed.....	1,000
Natural Sciences—that is, Chemistry, Electricity, and Magnetism, Natural History, Geology, and Mineralogy	500
Moral Sciences—that is, Logic, and Mental, Moral and Political Philosophy	500
Sanscrit Language and Literature	375
Arabic Language and Literature.....	375
	6,875

4. The merit of the persons examined will be estimated by marks, according to the ordinary system in use at several of the Universities, and the number set opposite to each branch in the preceding paragraph denotes the greatest number of marks that can be obtained in respect of it.

5. No candidate will be allowed any marks in respect of any subject of examination, unless he shall obtain, in respect of that subject, one-sixth of the number of marks set against that particular subject.

6. The examination will be conducted by means of printed questions and written answers, and by *viva voce* examination.

7. After the examination shall have been completed, the marks obtained by each candidate, in respect of each of the subjects in which he shall have been examined, will be added up, and the names of the twenty candidates who shall have obtained a greater aggregate number of marks than any of the remaining candidates will be set forth in order of merit; and those twenty candidates will be appointed to the Civil Service of the East India Company, in the Presidency of Bengal, provided they comply with the regulations in force at the time for the said service.

8. The Commissioners for the affairs of India will be ready to receive, at any time previous to the 1st of May, 1858, the testimonials of persons desirous of being appointed to the office of Examiner; but no such appointment will be made until after the date above mentioned.

9. All papers relating to the above mentioned examination are to be sent, and all inquiries are to be addressed thus:—

“The Secretary,
“India Board,
Westminster,
“S. W.”

“E. I. C. Civil Service Examination.”

5. SUBJECTS OF EXAMINATION OF CANDIDATES FOR MASTERSHIP OF COUNTY GRAMMAR SCHOOLS.

Prescribed by the Council of Public Instruction for Upper Canada, and required by the proviso to the second clause of the eleventh section of the Grammar School Amendment Act of 1853, as follows:

“Provided always, that no person (except a graduate of some University or University College) shall hereafter be appointed master of a Grammar School unless he shall have previously obtained a certificate of qualification from a Committee of Examiners (one of whom shall be the Head Master of the Normal School) appointed by the Council of Public Instruction.”

Ordered,—That candidates for Masterships of County Grammar Schools be examined as to their knowledge of, and ability to teach, the subjects, and books, or portions of books, in which the Senate of the University of Toronto requires candidates to be examined for honors and scholarships at matriculation in any College affiliated with that institution, as contemplated by the 5th section of the Grammar Schools Amendment Act, 16 Victoria, chap. 186.* Which subjects of examination are as follows:

GREEK AND LATIN LANGUAGES.

Xenophon, Anabasis, B. I. Sallust, Catilina.
Translation from English into Latin prose.

[Additional for Honors.]

Homer, Iliad B. I. Horace, Odes, B. I.
Homer, Odyssey B. IX. Virgil, Æneid B. II.
Translation from English into Latin verse.

MATHEMATICS.

Arithmetic and Algebra.

Ordinary Rules of Arithmetic.
Vulgar and Decimal fractions.
Extraction of Square Root. (Colenso's Algebra.)

Geometry.

Euclid B. I. (Colenso's Edition of Simson's.)
[Additional for Honors.]

Algebra.

Proportion and Progression.
Simple and Quadratic Equations.

Geometry.

Euclid, Bb. II, III, and IV.

MODERN LANGUAGES.

English Grammar.

[Additional for Honors.]

English.

Grammar and Composition.

French.

Grammar.

Voltaire, Histoire de Charles XII.

HISTORY AND GEOGRAPHY.

Outlines of English History to present time.
Outlines of Roman History to the death of Nero.
Outlines of Grecian History to the death of Alexander.
Outlines of Ancient and Modern Geography. (Putz and Arnold's Manuals.)

[Additional for Honors.]

English History under the Houses of Tudor and Stuart.
Geography of the British Empire, including her Colonies.

Also the following:

ELEMENTS OF NATURAL PHILOSOPHY.

Mechanics.

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

Hydrostatics, Hydraulics and Pneumatics.

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

* The following is the 5th section of the Grammar School Act referred to: “And be it enacted, That in each County Grammar School, provision shall be made for giving instruction, by a teacher or teachers of competent ability and good morals, in all the higher branches of a practical English and Commercial education, including the Elements of Natural Philosophy and Mechanics, and also in the Latin and Greek languages and Mathematics, so far as to prepare students for University College, or any College affiliated to the University of Toronto, according to a programme of studies and general rules and regulations to be prescribed by the Council of Public Instruction for Upper Canada, and approved by the Governor in Council: Provided always, That no Grammar School shall be entitled to receive any part of the Grammar School Fund which shall not be conducted according to such programme, rules and regulations.”

Acoustics.

Describe the nature of sound.

Optics.

State the laws of reflection and refraction.

Explain the formation of images by simple lenses.

Astronomy.

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

ELEMENTS OF CHEMISTRY.

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

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

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

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

Chlorine and iodine, as compared with oxygen.

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

Hydrogen: its proportion in water; its chemical and physical properties. Sulphur, phosphorous, and carbon generally.

Nitric Acid, sulphuric acid, carbonic acid, hydrochloric acid: their properties and uses.

Alkalies, earths, oxides generally.

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

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

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

The Committee of Examiners appointed by the Council meets in the Normal School building on the first Monday of January, April, July and October in each year. Candidates are required to send in their names to the Chairman of the Committee one week previous to the day of examination.

VIII. *Miscellaneous.*

1. HAVELOCK.

He sleeps the sleep of glory, and for him
Stern hearts are sad, and manly eyes are dim:
What though the tardy title that they gave,
To grace the warrior, found him in his grave?
The loss was ours, not his; our Havelock needs
No vulgar blazon for his deathless deeds.

No plaudits loud, no faint praise trimly tuned,
Could make or mar the glory he had earned:
The love of England is a nobler prize
Than Senates can decree, or Kings devise;
And England's grief a statelier monument
Than wealth can build, or heraldry invent.

Yes, England loved this warrior, for she felt
That in his soul true English virtue dwelt.
Steadfast, yet ardent, prompt but wary, brave
To height of daring, yet not daring's slave;
Pious as valiant, hopeful 'mid despair;
Dauntless in danger, vehement in prayer:
Alike in peace or war, one path he trod,—
His law was Duty, and his guide was God.

Thro' arduous struggles and with toil severe,
His friendless virtue ploughed its slow career.
He could not match in purse the carpet lords
Of purchased epaulettes, and bauble swords;
Merit, not wealth, when manhood's prime was past,
Raised the born leader to command at last:
And with command came glory. Why recall
What lives and burns within the hearts of all?
We all remember how he rose—a star—
On the thick midnight of that dreadful war,
Roll'd back the tide of ruin, and restored
The poise of Empire with his single sword.

We all remember how through India's plains,
Scorched by fierce suns, or drenched by tropic rains,

O'er streamy swamps by torrid skies o'erarched,
Dauntless and swift, the heroic handful marched.
No need to count their triumphs—none to tell
Of cursed Cawnpore and its hideous well;
Of Lucknow's fate, that trembled on a thread,
Of the fierce carnage, and the glorious dead;
When the close battery's tempest surged and sung,
And through a lane of fire the avengers sprung,
Spent, but victorious—and the glorious shout
For Lucknow's rescue scared the miscreant rout—

Yes, they were saved, but at what deadly cost!
The ransom'd live; but what a ransom's lost!
His brain outwearied and his heart o'erfraught.
The avenger sinks beside the work he wrought,
He lived to save; and having saved, bow'd down
Beneath the burden of his great renown;
Leaving to us the treasure of his fame,
A noble memory, and a stainless name.

—*London Daily News.*

2. I LOVE TO GIVE.

I really believe he did. He would come to me sometimes half a dozen times in a day, the anticipation of successful appeal sparkling in his round eye, and glowing in his little face, and cry out, "Papa, I want a penny, to give to a poor beggar at the door," or "to the musician," or "to the little girl that wanted cold vitals." And then on Sunday mornings there was the call for the money for the Sunday School for the Missionary Society, and for a great variety of good objects. "My son," said I to him one day, "don't you think you give away a great deal of money?" "Why, yes, papa, and I do so love to give." "But then you come to me for all you give away. It is not your own money you are so liberal with."

This seemed a new thought to my little boy, and he turned away to his play, a little perplexed. Presently he came running back.

"Papa, who gives you the money you give away?"

"I earn it by labor, my son."

"But haven't you often told me that God gives us everything?"

"Yes, my son, every good gift we have God gives us."

"Well, papa, are you not glad to give away the money God gives you?"

I hugged the little prattler, gave him a kiss and penny for the next beggar, and sat down to ponder the lesson he had given me.

If our children are so willing to give away the money we give them to any purpose we may designate, should we be less cheerful or ready to appropriate the benefactions of our Heavenly Father to those purposes specified by his word or providence? "What have we that we have not received?" And does He not as truly give to us, for the very purpose of transmitting his bestowments, as we give to our children? We should deem it a very unlovely spirit in them, if they should desire to hoard up the little sums we gave them specially for benevolent purposes, and to educate their benevolent emotions, or to seek to appropriate it to their selfish gratifications. And is it not equally graceless and selfish in us to seek to turn out of the channels of benevolence those sums which God gives us, that as his stewards we may expend it according to his direction? It is not of our own that we are called to give. It is all his, all his! What right have we, then, to complain that the calls are too numerous? They never can be too numerous while he supplies the treasury. And when He does not, our responsibility ceases. So long as the calls are not more frequent than the gifts, what right have we to murmur or decline?

Remembering ever, then, that God intrusts to us something every day, that as stewards of Him we may transmit it to others, let us, in the spirit of children, say and feel—"I DO SO LOVE TO GIVE!"—*British Mothers' Journal.*

3. THE BOYS.

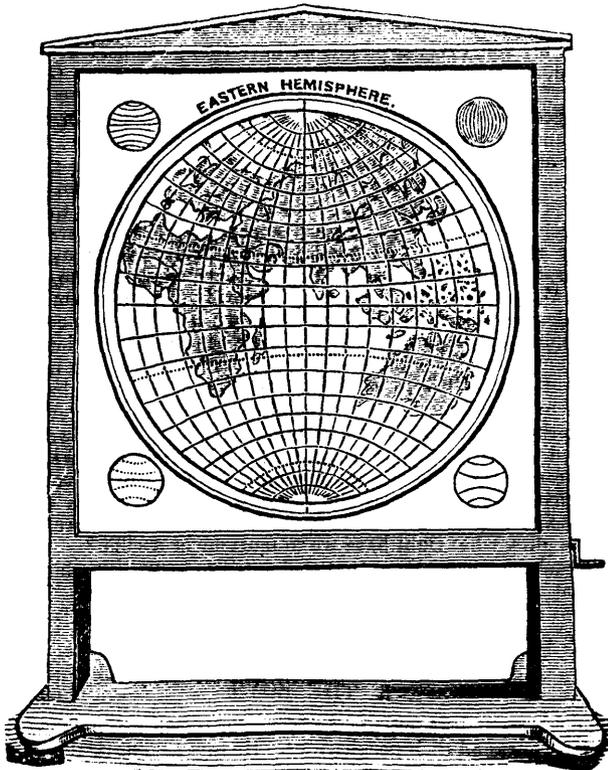
The correspondent of the *Independent* furnishes an interesting article on boys and their peculiarities. He says:—"The restless activity of boys is their necessity. To restrain is to thwart nature. We need to provide for it. Not to attempt to find amusement for them, but to give them opportunity to amuse themselves. It is astonishing to see how little it requires to satisfy a boy-nature. First in the list. I put strings. What grown up people find in a thousand forms of business and society, a boy secures in a string! He ties up the door for the exquisite pleasure of untying it again. He harnesses chairs, ties up his own fingers, halts his neck, coaxes a lesser urchin to become his horse, and drives a stage—which with boys, is the top of human attainment. Strings are wanted for snares, for bows and arrows, for whips, for cats' cradles, for fishing, and a hundred things more than we can recollect. A knife is more exciting than a string but does not last so long, and is not so various. After a short time it is lost, or broken, or

has cut the fingers. But a string is the instrument of various devices, all within the management and ingenuity of a boy. The first article that parents should lay in, on going into the country, is a large ball of twine. The boys must not know it. If they see a whole ball the charm is broken. It must come forth mysteriously, unexpectedly, as if there was no more! For indoors, next we should place upon the list, pencils and white paper. At least one hour in every day will be safely secured by that. A slate and pencil are very good. But as children always aspire to do what men do, they account the unused half of a letter and a bit of pencil to be worth twice as much as any slate. Upon the whole we think a safe stream of water near by affords the greatest amount of enjoyment among all natural objects. There is wading and washing; there is throwing of stones and pebbles; there is engineering of the most laborious kind, by which stones and mud are made to dam up the water, or to change the channel. Besides these things, boys are sensitive to that nameless attraction of beauty which specially hovers about the sides of streams, and though they may not recognise the cause, they are persuaded of the fact that they are very happy when there are stones with gurgling water around them, shady trees and succulent undergrowth, moss and watercress, insect, bird, and all the population of the water courses.

IX. Illustrations of Canadian School Apparatus.

I. MAP STANDS AND CASES.

The following Supplement to the last edition of the *Descriptive Catalogue*, contains illustrations of various kinds of School Apparatus which have been recently manufactured in Toronto, under the direction of the Educational Department. They are supplied to the Schools at the prices annexed, and upon the terms stated in the Departmental Notice relating to Maps and Apparatus. (See last page.) The Supplement also contains all the late additions of other articles which have been added to the Depository list. Explanatory and Descriptive Notes of the Apparatus have been added where it was thought desirable.



National Series.—No. I.

The Stand is mounted on castors, and contains Ten Colored Maps on a continuous web of cloth, which revolves vertically, over rollers, by turning the handle at the side, so that the maps are exhibited in rotation. An outside cover of oak paper contains the following List of the Maps:

- | | |
|-------------------------|------------------------|
| Canada (and Text-Book.) | Pacific Ocean. |
| United States. | Scripture World. |
| Europe. | Orbis Veteribus Notus. |
| Asia. | Græcia Antiqua. |
| Australia. | Italia Antiqua. |

The Maps measure 5 feet 6 inches by 4 feet 4 inches. The Stand is

6 feet 10 inches high by 6 feet broad, with Blackboard behind for arithmetic or diagrams. It can be taken to pieces, packed, and sent with safety to any part of the country. Price \$38.00.

The price of separate maps are \$3 and \$3.50.

Canadian Rotary Map Stand—National Series.—No. II.

(This is mounted in the same style as No. I.)

List of the Maps.

- | | |
|---------------------|---------------|
| Eastern Hemisphere. | Ireland, |
| Western Hemisphere. | Scotland. |
| America. | Palestine. |
| Africa. | Asia Minor. |
| England. | Terra Sancta. |

The Maps measure 5 feet 6 inches by 4 feet 4 inches, the stand is 8 feet 4 inches by 4 feet 8 inches broad. Price \$33, or for the two stands \$75.

Large Rotary Map Stand—Johnstons' Series.—No. I.

(Mounted same as the National Series.)

List of the Maps.

- | | |
|---------------------|--------------------------|
| Eastern Hemisphere. | America. |
| Western Hemisphere. | England. |
| Europe. | Ireland, |
| Asia. | Scotland. |
| Africa. | Canada, (and Text Book.) |

The Maps measure 4 feet 2 inches by 3 feet 6 inches, the stand is 6 feet 9 inches high by 4 feet 8 inches broad. Price \$34. Single maps \$2.38 and \$2.88 each.

Large Rotary Map Stand—Johnstons' Series.—No. II.

(Same as the preceding.)

List of the Maps.

- | | |
|-----------------|------------------------|
| France. | Orbis Veteribus Notus. |
| Spain. | Orbis Romanus. |
| Central Europe. | Italia Antiqua. |
| Italy. | Græcia Antiqua. |
| India. | Canaan and Palestine. |

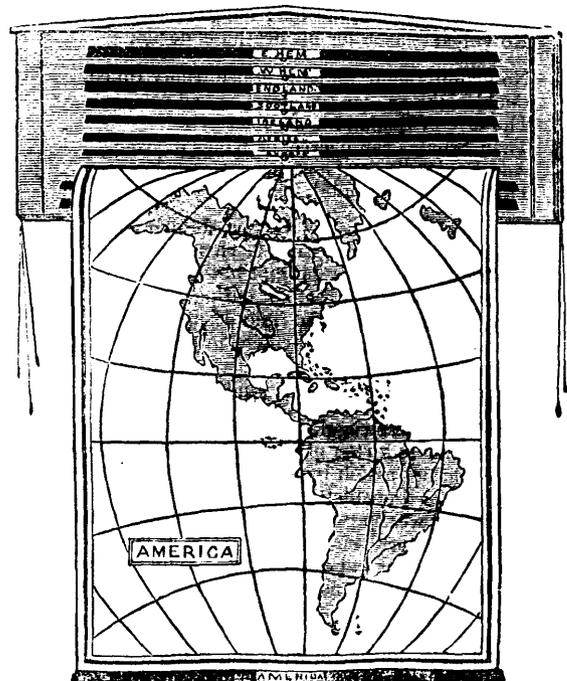
The Maps measure 4 feet 2 inches by 3 feet 6 inches, the stand is 6 feet 9 inches high by 4 feet 8 inches broad. Price \$34, or for the two stands \$67.

Small Rotary Map Stand—Johnstons' Series.—No. I.

List of the Maps.

- | | |
|---------------------|-----------------------|
| Eastern Hemisphere. | America. |
| Western Hemisphere. | England. |
| Europe. | Ireland. |
| Asia. | Scotland. |
| Africa. | Canaan and Palestine. |

The Maps measure 2 feet 9 inches by 2 feet 3 inches, the stand is 6 feet high by 3 feet 2 inches broad. Price \$25.



Set of Large Maps in Case—Johnstons' Series.—No. I.

The Case for hanging on a Wall contains 10 Coloured Maps on Cloth

and Rollers, and is so constructed that any Map can be drawn down as required, and pulled up again by the cords at the side.

List of the Maps.

- | | |
|---------------------|--------------------------|
| Eastern Hemisphere. | America. |
| Western Hemisphere. | England. |
| Europe. | Scotland. |
| Asia. | Ireland. |
| Africa. | Canada, (and Text Book.) |

The Maps measure 4 feet 2 inches by 3 feet 6 inches. The case is 4 feet 8 inches long by 1 foot 9 inches high; and as it is only 4 inches thick, it projects very little from the wall. It can be packed and sent with safety to any part of the country. Price \$24.

Set of Large Maps in Case—Johnstons' Series.—No. II.
(Mounted same as Case No. I.)

List of the Maps.

- | | |
|-----------------|------------------------|
| France. | Orbis Veteribus Notus. |
| Spain. | Orbis Romanus. |
| Central Europe. | Italia Antiqua. |
| Italy. | Græcia Antiqua. |
| India. | Canaan and Palestine. |

The Maps measure 4 feet 2 inches by 3 feet 6 inches. The case is 4 feet 8 inches long by 1 foot 9 inches high. Price \$24.

Set of Small Maps in Case—Johnstons' Series.—No. I.

List of the Maps.

- | | |
|---------------------|------------|
| Eastern Hemisphere. | America. |
| Western Hemisphere. | England. |
| Europe. | Ireland. |
| Asia. | Scotland. |
| Africa. | Palestine. |

Size of the Maps 33 by 27 inches. Size of the case 3 feet 3 inches by 1 foot 6 inches. Price \$16. Singly \$1.38.

II. OTHER ELABORATE AND IMPORTANT MAPS, CHARTS AND DIAGRAMS.

Johnstons' General Map of Europe, shewing the present Political Divisions of Europe, on a scale 76 miles to an inch; it also contains the names of battles and sieges which occurred during the beginning of the present century; the Sea tracks, distances of important ports, lines of railway, &c., and, besides, show the more important physical features. Size, 4 feet 2 inches by 3 feet 5 inches. Price, mounted and varnished, \$8.

Johnstons' Commercial Chart of the World, on Mercator's Projection; with Captains M'Clure and Belcher's discoveries to 1853.—Shewing the relative importance of the principal Towns, the Railways of the Continent, Canals, and Roads; the extent of the Zollverein, or German Commercial Union, with a list of its Exports, Imports, &c.

Enlarged Maps of the principal Colonies, and Plans of important Sea-ports—British Colonies—Table of Distances—Overland Route to India—Time Table—Currents of the Ocean—Steam Packet Routes—Soundings—Ice—Bearings and Distances—Fucus Bank—Naval Engagements, &c. Size—6 feet by 4 feet 8 inches. Price \$11.

Johnston's Geological Map of Europe, exhibiting the different systems of Rocks, according to the latest researches, and from unedited materials. Scale $\frac{1}{4,850,000}$ of nature, 76 miles to 1 inch. Size of Map 4 feet 2 inches by 3 feet 5 inches. Price, mounted and varnished, \$15.

Johnston's General Map of the United States and British North America, constructed from the most recent documents, procured from the different Departments of Government, and valuable unpublished materials. Scale $\frac{1}{3,450,000}$ of nature, or 54½ miles to an inch. Size 6 feet by 4 feet 8 inches. Price \$10.

Chambers' Map of the World, containing separate Maps of Australia, New Zealand, and Van Diemen's Land; also, illustrations of the annual revolution of the Earth round the Sun, the Theory of the Seasons, Tides, Phases of the Moon, &c., together with a comparative view of the principal Mountains and Rivers in the World. Size, 5 feet 4 inches by 4 feet 5 inches. Price \$4.

Day & Son's Orthographic Projection of the World,—By Richard Abbatt, F.R.A.S. The Perspective View of the Earth, or Visible Hemisphere, is three feet in diameter, and exhibits the Continental Divisions, Geographical Features, the Seas, Islands, Chief Cities and Towns, from China to the Andes, and from Cape Town to the Aleutian Islands. The Eye, or Point of Sight, is situated vertically over Lat. 45° N., and in the Plane of the Meridian of London, and embraces in their true and

natural positions Countries and Cities containing upwards of 750,000,000 of Inhabitants. Size, 3 feet 4 inches by 3 feet 8 inches. Price, coloured, varnished and mounted, with Hand Book to accompany it, \$6.

Day & Son's World of the Antipodes,—By Richard Abbatt, F.R.A.S. In this View the Point of Sight is situated over Lat. 45° S., Long. 180°, and embraces the opposite Hemisphere of the Earth, having the same boundary for the Horizon as the other Map. The position of the East-India Islands, Australia, New Zealand, the Groups of Islands studded over the Pacific Ocean, the Western portion of South America, and the Ocean Routes by Cape Horn and the Cape of Good Hope, are here rendered perfectly intelligible. Both Maps are embellished with natural and artificial features. Size, 3 feet 6 inches by 3 feet 8 inches. Price, coloured, varnished and mounted, \$6.

Day & Son's American Sub-Marine Chart, shewing the Telegraphic Communication about to be established between Newfoundland and Ireland; the track of Steamers between Europe and America; and the Ice-Fields in the North Atlantic Ocean. To which is added a section of the bottom of the Atlantic, from Valentia Bay, Ireland, to St. John's, Newfoundland, obtained by Soundings taken by the United States Steamer Arctic. Also, sections, full size, of the Electric Cables to be submerged. Size, 3 feet by 2 feet. Price, coloured, mounted and varnished, \$1.10.

Smith's Large Outline Map of the World on Mercator's Projection.—Size 8 feet 6 inches wide, 5 feet 8 inches deep. This Map shows, in bold outline, a skeleton representation of the World, including Mountain Ranges, Rivers, Boundaries of Countries, and positions of the principal Towns, compiled at the suggestion of many Scientific Gentlemen as a Map much wanted for the illustration of Lectures on Physical Geography. Price on rollers, \$4.50.

III. JOHNSTON'S MODERN GLOBES,*

With the most recent Discoveries.



FIG. I.

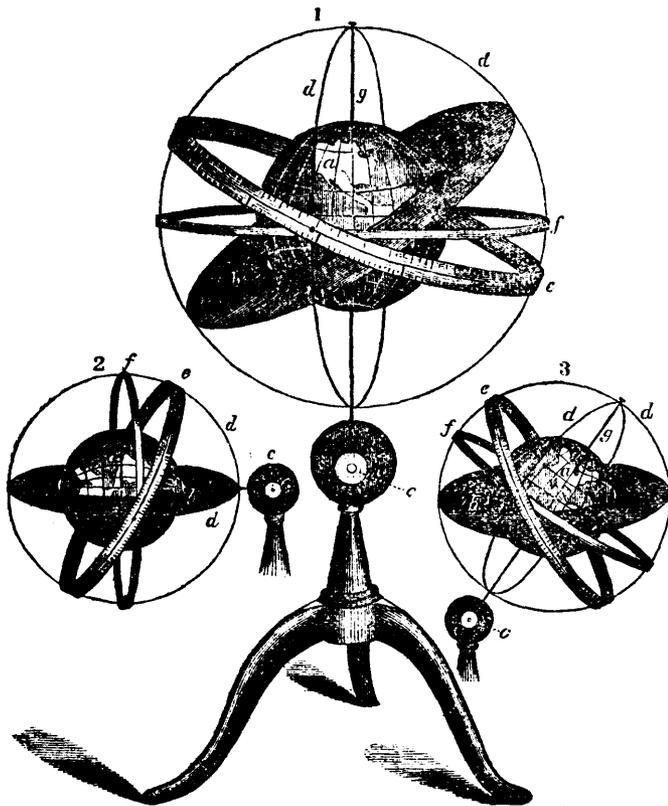


FIG. II.

18 inch Globes, high Mahogany Stands, with Compass and Quadrant, per pair, like Fig. 1.....	\$90 00
do do do singly.....	46 00
12 inch Globes, high Mahogany Stands, with Compass and Quadrants, per pair, like Fig. 1.....	40 00
do do do singly.....	21 00
30 inch Terrestrial Globe, with Black Stand and Quadrant, like Fig. 2, with barrel for packing ditto.....	\$65 00
18 inch Globes, low Black Stands and Quad., per pair, like Fig. 2.	60 00
do do do singly.....	31 00
18 inch Globes, low Mahogany Stands and Quadrant, per pair, like Fig. 2.....	70 00
do do do singly.....	36 00
12 inch Globes, low Black Stands and Quadr, per pair, like Fig. 2.	27 00
do do do singly.....	14 00
6 inch Terrestrial Globe, Black Walnut Stand.....	\$1 50

* Now being constructed in Toronto.

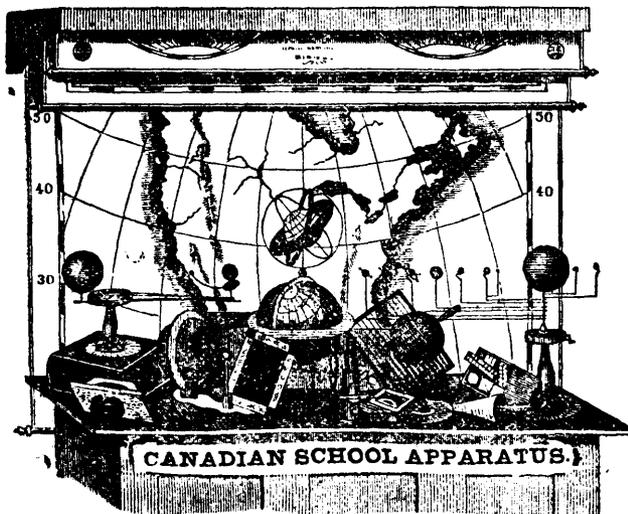
Educational Department Globes, compiled from the most recent authorities, and constructed in Toronto under its supervision and direction.



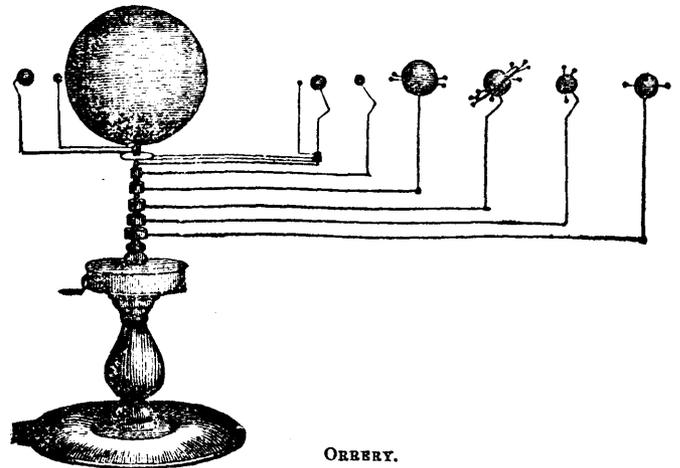
The Celestial Improved Sphere, with 6 inch central Globe, shows the great circles of the heavens, the meridians, equator and ecliptic.

The ecliptic is divided into the twelve signs of the zodiac, and marked with the days of the year. The axis of the earth may be inclined at any desired angle.

A horizon plane is attached by which the real horizon of any place on the globe may be shown, also the comparative lengths of day and night on any part of the earth, and at any season, the rising and setting of the sun, together with the sun's place in the ecliptic on any day in the year. Price \$6.

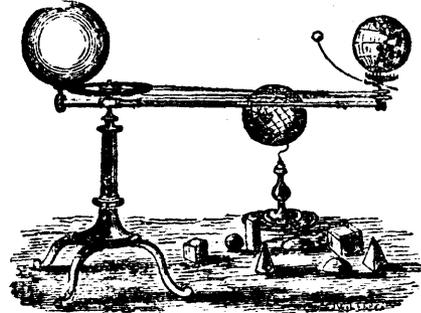


The Orrery, 3 feet in diameter, represents the proportional size and relative position of the Planets composing the Solar System, except the asteroids, and shows their annual revolutions. A correct idea of the Solar System is seldom received, except by such aid. With it, we see the Planets and their Moons circling round their common centre, each in its separate orbit, and occupying its own place in the ecliptic—and system is developed from the seeming chaos of the stars. Price \$10.



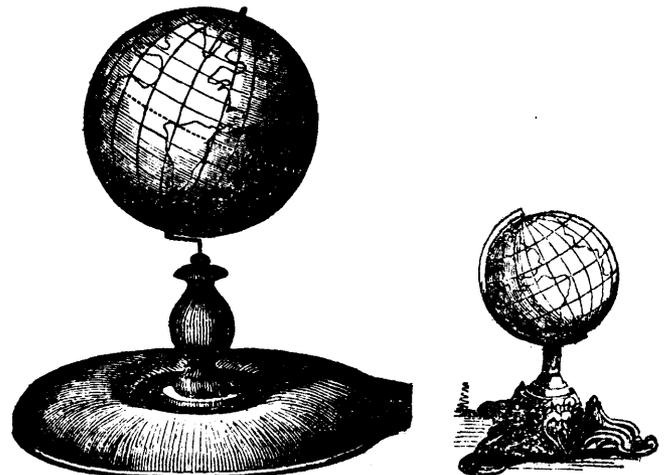
ORRERY.

The Tellurian is designed to illustrate the various phenomena resulting from the relations of the Sun, Moon and Earth to each other; the succession of day and night, the change of the seasons, the change of the Sun's declination, the different lengths of day and night, the changes of the moon, the harvest moon, the procession of the equinoxes, the differences of a solar and sidereal year, &c. The Moon revolves around the Earth, and both together around the Sun, while Sun, Earth and Moon revolve around a common centre of gravity. Price \$6



TELLURIAN.

The Lunarian, for illustrating the phases of the Moon and centre of gravity. Price \$1.

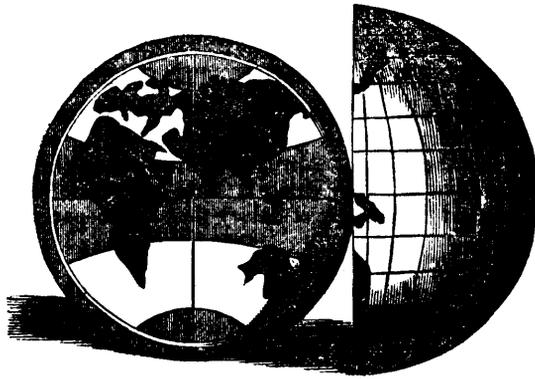


SIX INCH GLOBE.—(FIG. 1.)

(FIG. 2.)

A 6 inch **Torrestrial Globe**, with the latest discoveries, strongly made of firm material, and so mounted on a single pedestal that it can be readily removed and suspended by a cord, and thus be displayed conveniently for familiar illustrations to a class. It is of a convenient size for common use in the school-room, as it can be easily held in the hand, or passed round the class and yet answers all the main ends of the larger sized globes. Price, on walnut Pedestal (Fig. 1), \$1.50; on bronzed Stand, with brass Semi-frame Meridian (Fig. 2), \$2.

A 3 inch **Hemisphere Globe**, supplies an illustration, which any child can understand, of the reason of the curved lines on a map, and shows how the flat surface is a proper representation of a globe. It is the



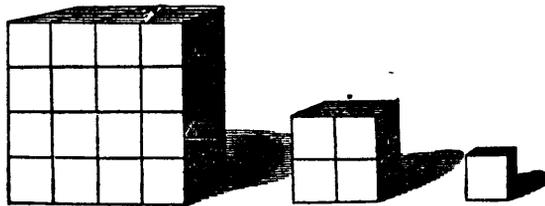
THREE INCH HEMISPHERE GLOBE.

result of a suggestion from a practical teacher. Two hemispheres are united by a hinge, and when closed a neat little globe is presented; when opened, two maps are seen, showing the continents, as if through transparent hemispheres. Price, 75 cts.

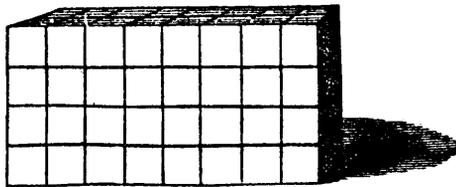
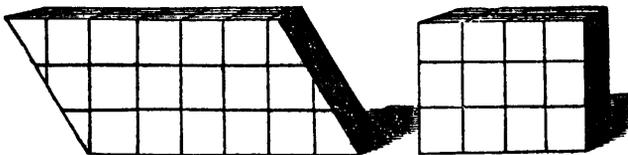
Tide Dial, 15 inches diameter, which, by turning a crank, illustrates the Daily Changes in the Tides, the Diurnal Motion of the Earth, Causes of Eclipses, and shows the Earth's Umbra and Penumbra; with Gilt Sun, on stand. Price \$6.50.

A set of GEOMETRICAL SOLIDS, for \$1.25 to \$1.75.

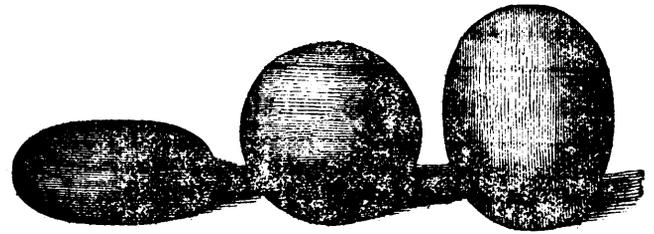
These will give pupils definite ideas of the shape of solids, far better than pages of description, and much more clearly than any drawings can. We know nothing better. For explaining the Rules for Mensuration of Solid Measurement, they afford the only proper means.



CUBES.



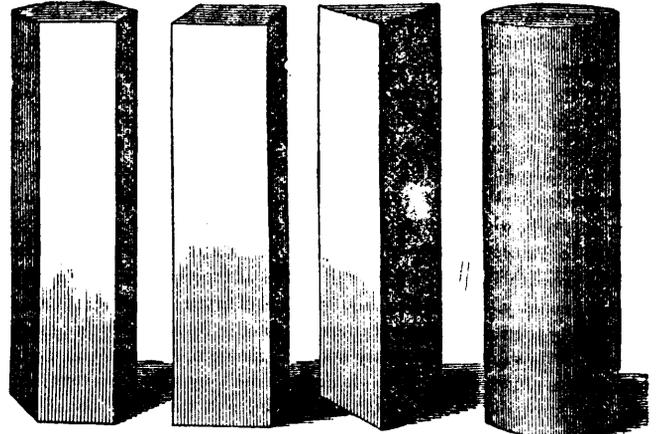
PARALLELOPIPEDS.



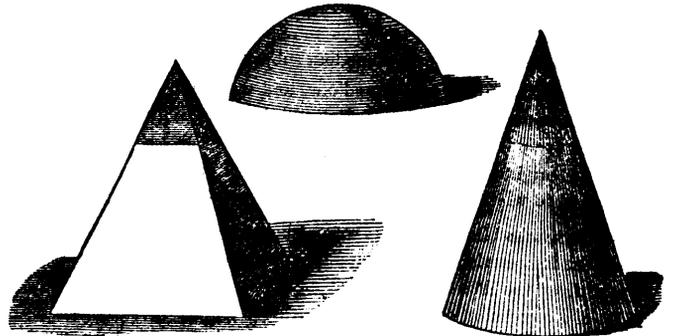
OBLATE SPHEROID.

SPHERE.

PROLATE SPHEROID.



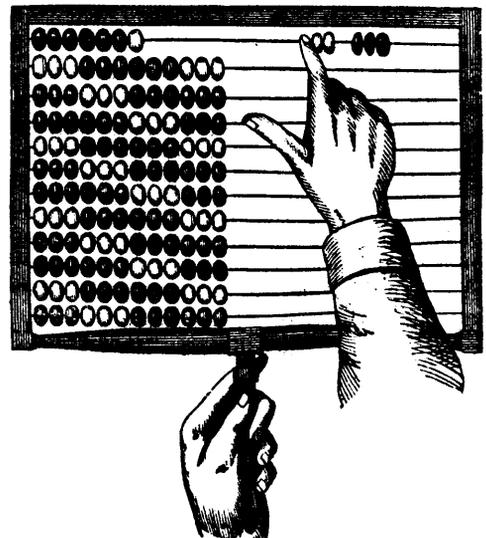
HEXAGONAL PRISM. PRISM. TRIANGULAR PRISM CYLINDER.



PYRAMID AND FRUSTUM.

CONE AND FRUSTUM.

The **Numeral Frame** was designed for Primary Schools, but has proved of nearly equal service in intermediate and Grammar Schools; wherever young pupils require illustrations to enable them fully to com-



prehend operations with abstract mathematical quantities, this frame furnishes the readiest mode of giving the desired instruction. Price 75 cts.

Teachers' Guide, a Manual to accompany the Apparatus, revised by the Educational Department, U. C. Price 50 cts.

Price for the entire set, packed in a neat box, \$20.

X. Literary and Scientific Intelligence.

— THE CANADA DIRECTORY.—*A Gift to Her Majesty*.—We had the pleasure of examining a very beautiful specimen of Canadian art the other day. Our enterprising citizen, Mr. John Lovell, was desirous of adding to Her Majesty's library a copy of the recent edition of "The Canada Directory," and accordingly applied in the usual course, for permission to make the presentation. This permission having been promptly given, Mr. Lovell is about forwarding a handsomely bound copy. We are glad that Mr. Lovell has taken this step. His Directory is a credit to the Province. It will do much for its advancement; and it is matter of regret that a great public good should be accomplished at the expense of a private loss, as we have every reason to believe will be the case with regard to the Directory. The public ought yet to intervene—enterprise should be encouraged. The volume destined for Her Majesty is creditable to Canadian art, and its contents will, when contrasted with the edition of 1851—previously presented to Prince Albert—tell the tale of Canadian progress, while its whole appearance will be a witness to the advancement in refinement of this our country. The volume, too, is a Canadian one; the paper is Canadian, and the typography and binding are executed in Mr. Lovell's own establishment. The volume—elegantly bound in morocco, richly gilt, and with its first pages of rich white satin—is accompanied by the Directory Map of Canada, stretched on a sheet of white satin, and tastefully bound at the edges with ribbon, and enclosed in a handsome morocco case, bearing on the inside leaf, as does the Directory also, the Royal Arms. The execution of the whole book and map is a credit to Canada, and the volume is indeed a fitting gift to royalty—such an one as Her Majesty may worthily receive from one of her loyal Canadian subjects.

The presentation is a well timed one, and we doubt not that this portly Canada Directory, so skillfully ornate, will do much to give to our gracious Sovereign some faint idea of this great country, which has been fitly styled one of the brightest jewels of the British Crown, and over which she has been called to wield her gentle sway.—*Montreal Gazette*.

— CANADIAN DECIMAL COINAGE.—The public will receive with satisfaction the information communicated in the following paragraph, which we take from the *Montreal Gazette*:

"From a conviction of the great importance of having at once a Canadian Decimal Coinage to represent the new mode of accounting, we have taken pains to enquire how soon and in what form we are likely to have it, and we are now enabled, on the best authority, to state that Mr. Wyon, Medallist to the Royal Mint, has prepared the design for the following pieces:

In Silver,—20 cents,

" 10 cents,

" 5 cents,

In Bronze,—1 cent.

"The 20 cent piece is intended to be equivalent to 5.066 grains of English standard gold, and will be coined of 71.73 grains of English standard silver. The cent piece will be of the weight of the one-hundredth part of the pound avoirdupois. The coinage, we have already stated, will represent the head of Her Majesty on one side; on the other will be letters describing the denomination of the piece. For the last eight years a Canadian Decimal Coinage has been at times talked of—since Mr. Hincks's abortive attempt of 1850 to establish a Mint in Canada. We believe the public may now be positively assured they are about to receive it at last."

— COINING AT THE ROYAL MINT.—In former times, when the coinage was in the hands of the company of moneyers, and the machinery of the Mint was worked by them, the production of 1,000,000 sovereigns a month was considered an extraordinary accomplishment. The late sudden demand for sovereigns has put to the test the capabilities of the establishment and the efficiency of its machinery under the existing system, and the result has been most creditable to the officers and men employed in this important department. 3,000,000 sovereigns have been coined and forwarded to the Bank of England within five weeks; and, in one week, not less than 840,000 have been turned out—a feat altogether unexampled in the history of the coinage.—*Civil Service Gazette*.

XI. Departmental Notices.

NORMAL SCHOOL TEACHERS.

Trustees desirous of employing Normal School Teachers should apply forthwith, as the present Session of the Normal School closes the 15th of April. In every case, the Trustees should state whether they desire a Male or Female Teacher, of what Class, and the amount of Salary they are prepared to offer.

PUBLIC SCHOOL LIBRARIES.

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.

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.

BOARD OF PUBLIC INSTRUCTION—COUNTY OF YORK.

SUPPLEMENTARY EXAMINATION.—COMMON SCHOOL TEACHERS.

NOTICE IS HEREBY GIVEN, That a Supplementary Examination of such Teachers only who were unable, for satisfactory reasons, to attend the last Public Examination in August, 1857, will be held at the County Court House, Toronto, on FRIDAY, 26th March, instant, at half-past Nine o'clock.

Toronto, 4th March, 1858.

JOHN JENNINGS, Chairman.

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, Education Office, Toronto.

TORONTO: Printed by LOVELL & GIBSON, corner of Yonge and Melinda Streets.