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# JOURNAL OF EDUCATION

FOR

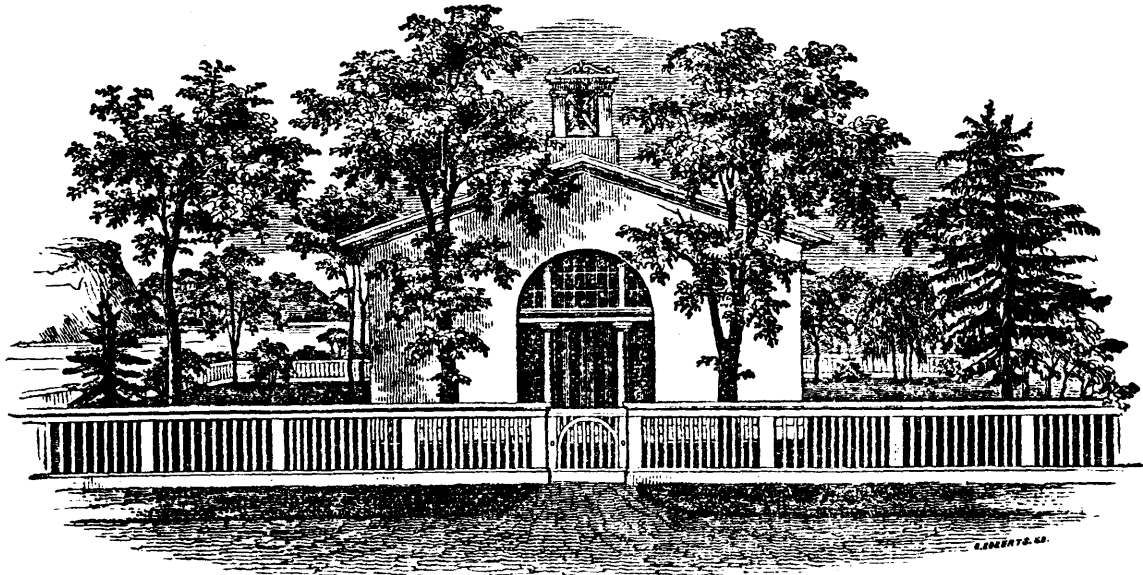
## Upper Canada.

Vol. II.

TORONTO, OCTOBER, 1849.

No. 10.

### School Architecture.



Front Projection of a Schoolhouse, with Trees, Shrubbry, &c.

The foregoing plan of a very neat Primary School-House we have selected from the "*School and School-Master*"—a most valuable work to which we have heretofore referred. The construction is simple, and the *toute ensemble* pleasing in the extreme. The situation is well chosen and the grounds planted with beautiful and appropriate trees and shrubbry. This should ever be attended to in selecting sites for School-Houses; and we earnestly direct the consideration of Trustees and the people generally to the subject:—

"So much do the future health, vigor, taste, and moral principle of the pupil depend upon the position, arrangement, and construction of the school-house, that every thing about it is important. When the most desirable situation can be selected, and the laws of health and the dictates of taste may be consulted, it should be placed on firm ground, on the southern declivity of a gently sloping hill, open to the southwest, from which quarter comes the pleasant winds in summer, and protected on the northeast by the top of the hill or by a thick wood. From the road it should be remote enough to escape the noise, and dust, and danger, and yet near enough to be easily accessible by a path or walk, always dry. About it should be ample space, a part open for a play-ground, a part to be laid out in plots and flowers, and shrubs, with winding alleys for walks. Damp places in the vicinity of stagnant pools or unwholesome marshes, and bleak hill-tops or dusty plains, should be carefully avoided. Tall trees should partially shade the grounds, not in stiff rows or heavy clumps, but scattered irregularly as if by the hand of nature. Our native forests present such a choice of

beautiful trees, that the grounds must be very extensive to afford room for even a single fine specimen of each; yet this should be, if possible, for children ought early to become familiar with the names, and appearance of these noblest of inanimate things. The border of a natural wood may often be chosen for the site of a school; but if it is to be thinned out, or if trees are to be planted, and, from limited space, a selection is to be made, the kingly, magnificent oaks, the stately hickories, the spreading beech for its deep mass of shade, the maples for their rich and abundant foliage, the majestic elm, the useful ash, the soft and graceful birches, and the towering, columnar sycamore, claim precedence. Next may come the picturesque locusts, with their hanging, fragrant flowers, the tulip tree, the hemlock, best of evergreens, the cecils, or sweet gum, the nyssa, or tupelo, with horizontal branches and polished leaves, the walnut and butternut, the native poplar, and the aspen.

Of extremely beautiful American shrubs, the number is so great that I have no room for a list. What place intended to form the taste of the young, should be without the kalmias, rhododendrons, cornels, roses, liburnums, magnolias, clethras, honeysuckles, and spiræas? And whoever goes into the woods to gather these, will find a multitude of others which he will hardly consent to leave behind. The hilltop should be planted with evergreens, forming, at all seasons, a barrier against the winds from the north and east."

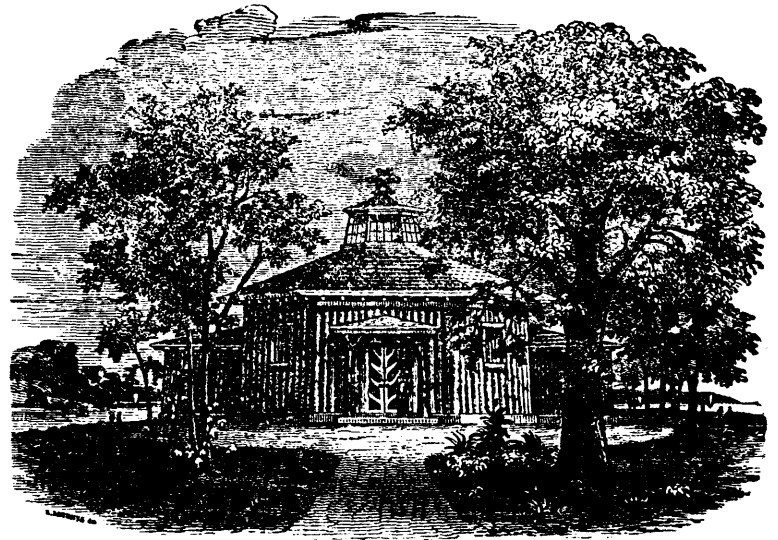
Of the flower plots, little may be said. They may be left to the taste of the teacher, and of the cultivated persons in the section. We can only recommend our wild American plants, and again remind the reader, that there is hardly a country town in Canada, from whose woods and meadows a hundred kind of flowers might not be transplanted, of beauty enough to form the chief ornament

of a German or English garden, which are now neglected only because they are common and wild. Garden covers need not be excluded; and if either these or the former are cultivated, the great object, to present something to refine and reform the taste, will be, in some degree, accomplished.

If proper enclosed play-grounds are provided, the master may often be present at the sports, and thus become acquainted with the character of his pupils. If children are compelled to resort to the highway for their amusements, we ought not to wonder that they should be contaminated by the vices, brawlings, and profanities, which belong to frequenters of highways.

The room of the School-house should be sufficiently large to allow every pupil, 1. To sit comfortably at his desk; 2. To leave it without disturbing any one else; 4. To see explanations on his lessons, and to recite without being incommoded or incommoding others; 4. To breathe a wholesome atmosphere.

If the first three objects are fully provided for, the space on the floor will be sufficient. But to secure the advantage of an adequate supply of air, the room must be not less than ten, and, if possible, twelve or fourteen feet high.



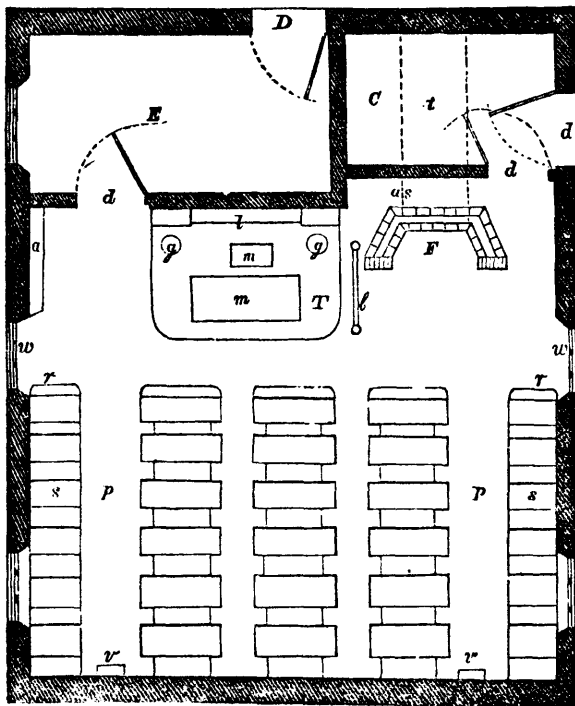
Octagonal Schoolhouse—Cost from \$400 to \$550.

Fig. 1.

PLAN AND GROUNDS OF AN OCTAGONAL SCHOOL-HOUSE.

The above Plan of a very beautiful rustic school-house and grounds was furnished by Messrs. Town and Davis of Massachusetts for the *School and School Master*. By the kind permission of the Publisher we insert them in this *Journal* for the purpose of variety. "This design for a school-house intends to exhibit a model of fitness and close economy. The principles of fitness are, 1. *Ample dimensions*, with very nearly the least possible length of wall for its inclosure, the roof being constructed without tie beams, the upper and lower ends of the rafters being held by the wall plates and frame at the foot of the lantern. The ceiling may show the timber work of the roof, or it may be plastered. 2. *Light, a uniform temperature, and a free ventilation*, secured by a lantern light, thus avoiding lateral windows (except for air in summer,) and gaining wall-room for blackboards, maps, models, and illustrations. Side windows are shown in the view, and may be made an addition by those who doubt the efficiency of the lantern light. (The lantern is not only best for light, but is essential for a free ventilation.) With such a light, admitted equally to all the desks, there will be no inconvenience from shadows. The attention of the scholars will not be distracted by occurrences or objects out of doors. There will be less expense for broken glass, as the sashes will be removed from ordinary accidents. The room, according to this plan, is heated by a fire in the centre, either in a stove or grate, with a pipe going directly through the roof of the lantern, and finishing outside in a sheet-iron vase, or other appropriate cap. The pipe can be tastefully fashioned, with a hot-air chamber near the floor, so as to afford a large radiating surface before the heat is allowed to escape. This will secure a uniform temperature in every part of the room, at the same time that the inconvenience from a pipe passing directly over the heads of children, is avoided. The octagonal shape will admit of any number of seats and desks, (according to the size of the room,) arranged parallel with the sides. The master's seat may be in the centre of the room, and the seats be so constructed that the scholars may sit with their backs to the centre, by which their attention will not be diverted by facing other scholars on the opposite side, and yet so that at times they may always face the master, and the whole school be formed into one class. The lobby next to the front door (see figure 2) is made large, (8 by 20) so that it may serve for a recitation-room.

SCHOOL FOR FORTY-EIGHT PUPILS.



24 feet by 28 feet outside.

[Scale 8 feet to the inch.]

- D. Entrance door.
- E. Entry.
- F. Fireplace.
- C. Wood closet, or recitation room.
- T. Teacher's platform.
- a. Apparatus shelves.
- l. Air tube beneath the floor.
- d. Doors.
- g. Globes.
- l. Library shelves.
- m. Master's table and seat.
- p. Passages.
- r. Reception seats.
- s. Scholars' desks and seats.
- v. Ventilator.
- w. Windows.
- b. Movable blackboard.
- a s. Air space behind the fireplace.

GROUND PLAN OF A SCHOOL FOR FORTY-EIGHT PUPILS.

The foregoing Ground Plan of a Primary School is designed to accommodate forty-eight children. It is 24 feet by 28 feet outside. The scale of the Plan is eight feet to the inch. D. represents the entrance door, &c. &c., as described in the above list, attached to the engraving.

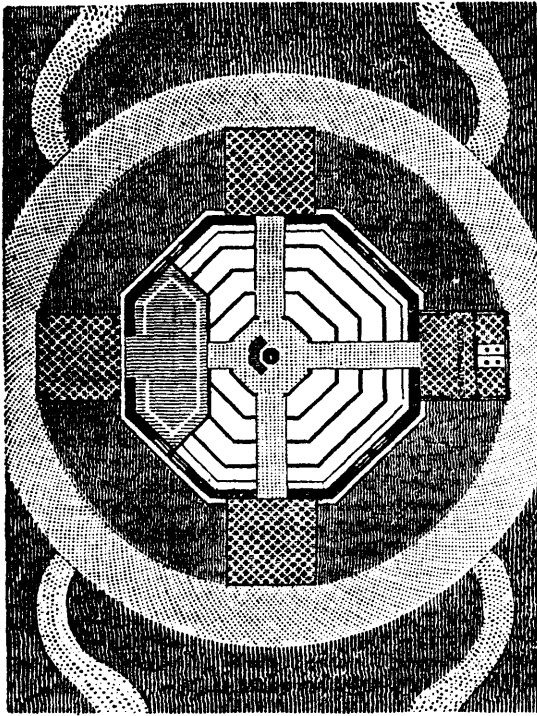


Fig. 2.

## GROUND PLAN OF AN OCTAGON SCHOOL-HOUSE.

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

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

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

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

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

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

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

6. The stove, furnace, or open grate, being in the centre of the

room, has great advantages, from diffusing the heat to all parts, and equally to all the scholars; it also admits the pipe to go perpendicularly up, without any inconvenience, and it greatly facilitates the ventilation, and the retention or escape of heat, by means of the sliding cap above."

## Educational Intelligence.

## UPPER CANADA.

*Gratifying Indications of Educational Progress in Upper Canada.* Extract from the Correspondence of the *Toronto Christian Guardian*.—"During my stay in the country, I was anxious to discover what was really the under current of feeling pervading the people generally, in regard to those two great social questions which interest the community: Religion and Education—more especially elementary education. I knew that from the greater oneness of feeling, singleness of aim, and absence of those conventional forms or barriers which the different parties and sects aggregated closely together in cities and towns have thrown up to protect themselves from the prying eye of their neighbours, I could more easily detect the indications of true popular feeling on these subjects. This was a pleasing task. The genuine characteristics and charms of rural life—its native candour and simplicity of purpose soon revealed the tendency of its sympathies. That they were intellectual or educational, was not so obvious from external appearance; but upon conversing with several clergymen and persons of influence, and from a few practical instances of a highly interesting character which came under my own observation, I was much pleased and gratified to find, that upon no subject has there been so great an improvement in popular feeling as on that of elementary education. I was tempted to enquire to what cause was to be attributed this increased interest on the part of the people on a subject, though so vital to themselves—yet hitherto so universally neglected or overlooked.—Religion flourished, because it had its faithful ministry—Temperance prospered because of its many warm advocates—but Education languished, because no man had appeared "to be a leader and a guide to the people," it had few friends, and though, like a beautiful maiden in the olden times, it appeared bewildered and forsaken, yet no champion had chivalrous Knight-errantry enough to step forward to 'do battle' in behalf of the forlorn and fallen. The answer which I received contained much true philosophy, and exhibited the entire *rationale* of the success of our educational system during the last two or three years. I was also much struck with the uniformity with which it was given. It was this: '*We have a leader now*'—a man prominent and officially before the public as the organ of popular sentiment in regard to education—a zealous leader too, who is not at all disposed to let the matter proceed at its own too frequently irregular and truant pace, but even in despite of listlessness and opposition, keeps the subject of universal education, in its '*freshest*' sense, so continually before the public, in one shape or another, that the momentum he has given it is felt in almost every section of the Province, The *Journal of Education* and the Normal School have been the two grand levers in the hands of a Superintendent every day becoming more and more popular. And justly too—for a man who has successfully guided the helm of our educational affairs for the last few years truly 'deserves' as the French patriotically term it, 'well of his countrymen'—their thanks and co-operation.

"The evening of the day on which I arrived at my destination, I heard an assemblage of Teachers and others—ladies and gentlemen—which had been convened at a neighbouring village by an esteemed young Minister and an active educationist. At the meeting various short addresses on important topics connected with their profession and the interests of Schools were delivered by the Teachers and by the Minister. The District Superintendent and other influential individuals, lay and clerical, were expected also to take part in the proceedings. I heard too, of extensive plans of visitation and lecturing about to be undertaken to promote the interests of education.

"These indications of the progress of enlarged and correct sentiments and views in regard to one of the grand elements of our future national greatness as a religious and intellectual people were peculiarly cheering, and heightening, in an eminent degree, the unalloyed pleasure which I experienced during my visit."

*Teacher's Institutions* are being formed in one or two instances in the Gore and Prince Edward Districts.

*The Governor General and the Common Schools.*—In the last No. of this *Journal*, we noticed the recent visit of the QUEEN to several Educational Establishments—Primary and Collegiate—on the route of Her Royal progress through Ireland and Scotland, as indications of Her Majesty's deep interest in the intellectual welfare of Her people. During

the present month, we have had the pleasure and satisfaction of witnessing similar indications of heartfelt interest in the same subject by Her MAJESTY'S Representative in this Country. The visit of Vice-Royalty to the Common Schools of Upper Canada makes a new era in the history of this Province; while the number of those visits, the prominence and interest which they have assumed in the eyes of the people of the various localities in which they have occurred, strikingly evince the rapid progress we have made within the last few years in Educational affairs, and the happy success which has attended the labour of those more immediately engaged in perfecting and completing a sound system of public Elementary Education for the entire population of our Country. The following Address and Reply, together with the editor's remarks, we copy from the *Canadian Free Press* of London, U. C. :—

To His Excellency the Governor-General &c., &c.

"We the Trustees of Common Schools in London, readily embrace the present suitable opportunity of assuring Your Excellency of our devoted loyalty to Her MAJESTY, our illustrious QUEEN, and of our high appreciation of the many blessings we enjoy from our forming a part of the British Empire. Convinced of the importance of Education to all the purposes of social life, our townsmen have entered with zeal into the providing of the means of giving a liberal education to their youth, and they hope, that by the blessing of God on their efforts the rising generation will form a class of enlightened citizens, distinguished as well by their moral habits as by their intellectual accomplishments. We are happy in having it in our power to present these efforts to the notice of Your Excellency, well knowing the deep interest which Your Excellency takes in whatever tends to promote the intellectual, the social, and moral improvement of the community. We congratulate Your Excellency on the birth of an heir to the honoured name of Bruce, and hope that your present tour, through the Upper Province may contribute to the health of the Countess of ELGIN, who as the daughter of Lord DURHAM, and the wife of Your Excellency has a double claim upon our affectionate regards. We give Your Excellency a hearty welcome to London."

REPLY.

"GENTLEMEN,—I am truly pleased to receive from so respectable and useful a body, the assurance of their devoted loyalty to Her Majesty the QUEEN, and high approbation of the many benefits they enjoy as forming a part of the British Empire. I have observed with much gratification the exertions your townsmen are making to provide a liberal education for their youth. I take, as you truly remark, a very deep and sincere interest in such efforts, and I earnestly pray that God's blessing may attend them. I thank you for your congratulations on the birth of my son, and for your kind wish that our present tour through the Upper Province may contribute to the health of the Countess of ELGIN."

"W. ELLIOT, Esq., District Superintendent of Common Schools presented an Address on behalf of himself and the School Teachers of the District. This Address was couched in very complimentary terms. Thanking His Excellency for the zeal he had manifested in the promotion of primary instruction, and stating the progress which the Schools are making in despite of many difficulties, remarking also the interest which the inhabitants of the District are taking in the cause of education. His Excellency received the Address very courteously and said that in his tour through the Province he had visited many schools both in towns and rural districts and felt highly gratified in witnessing the advancement and utility of such institutions. We understand that His Excellency called at all the Common Schools on his route, and expressed himself highly gratified with the result of his inspection."

*Address of the Chief Superintendent to the People of Upper Canada on Free Schools.*—We observe that this Address which appeared in the *Journal of Education for U. C.* at the commencement of the present year has been reprinted and widely circulated in the neighbouring State of New York. The Editor of the official *District School Journal of the State of New York* prefaces it with the following remarks—which cannot fail to be gratifying to the friends of the Superintendent and system of Schools in Upper Canada.

"We earnestly invite the attention of each one of our readers to the following masterly exposition of the advantages and benefits of the *Free School System*, from the pen of the Chief Superintendent of Schools for Upper Canada—a gentleman of the highest literary and moral qualifications, and an ardent devoted friend of popular education. The whole subject is treated with a clearness, comprehensiveness and ability which cannot fail to commend it at once to the judgement of every reflecting mind; and we have nowhere met with so complete a summary of the main arguments relied upon by the friends of the Free School System, as is here presented. We hope it will be generally read and widely circulated."—[British Colonist,

*Simcoe School Examination.*—On Friday last we availed ourselves of the kind invitation of Mr. HASKIN, Teacher of School No. 1, of his town, to visit the autumnal quarterly examination of his pupils, and

were much pleased at the evidences of progress which we witnessed. The excellent system introduced by the teacher—the general deportment and cleanliness of the scholars, and the aptitude and readiness with which they invariably responded to the questions put to them, afforded great gratification to the lookers-on.—[L. P. Advocate.

*School Section No. 2, Simcoe*, heretofore taught by the late Mr. OLDS, in this town, re-commenced to-day, under the control of Mr. EVANS, late of Quebec, a gentleman highly recommended as a teacher.—[Ibid.

*Gratifying Examinations and Festivals in School Sections No. 11 Grimsby and No. 3 Pelham.*—We select the following from correspondence on this subject from the *Niagara Mail*:—

*Grimsby.*—"I take the liberty of requesting a place for a brief notice of a very interesting School Examination and Educational Festival which I had the pleasure of attending in School Section No. 11, Grimsby, a few days ago, conducted by Miss LEE, the highly talented and amiable Teacher of the School.

"Upon reaching the School-house I was particularly struck with the appearance of the yard, well planted with young and thrifty ornamental shade trees, and with the beds of flowers surrounding the building and fences; things which, though not exactly Reading, Writing or Arithmetic, are, nevertheless, matters that will exercise a great and lasting influence over the tastes, pursuits, and future happiness of those who may spend their School days among them.

"The house was filled to overflowing at an early hour by the parents of the children and strangers, among whom we noticed the District Superintendent, the Ministers, Magistrates and Councillors of the township and surrounding country. The pupils numbered about 35 and were all small as is generally the case in the country in summer Schools, yet one would suppose they had been under training many years, such was the accuracy and readiness with which they answered every question in Geography, English Grammar, Physiology, &c., &c., &c. The examination in Arithmetic especially was, considering the age of the pupils, spoken of by the Superintendent and others, as excelling any thing of the kind they had witnessed. The discipline of the School was not the less satisfactory than the proficiency of the pupils was remarkable.

"After the examination, the pupils with their Teacher, got into a large waggon trimmed with evergreens and drawn by four splendid horses, decorated with flags, and proceeded to a beautiful grove about a half mile distant, where a sumptuous repast had been provided for the numerous friends and spectators who followed in procession. After the repast the Chairman, the Rev. Mr. BIGGAR, in a learned and eloquent address presented the importance and necessity of Education to the people of a country like Canada. He was followed by D. D'EVERARDO, Esq., District Supt. who showed the advantages of School examinations and public demonstrations of the kind that day offered to both Teachers and pupils, and submitted some statistics relative to the progress of education in the District. Mr. D'E. was succeeded by the Rev. Mr. BARBOUR, who spoke with great effect and was listened to with much attention, upon the general question. Mr. B. was followed by Dr. WOLVERTON upon a similar topic. Then came the Rev. Mr. GIBSON who has a happy talent for speaking on such occasions and lastly the Rev. Chairman again who put the whole audience into remarkably good humour with themselves and with every body around them.

"The large meeting which met here numbering about four hundred persons, after having expressed its thanks to the young singers, and to the Chairman, separated at an early hour, pleased with each other and with all they had seen and heard."

*Pelham.*—"Saturday last was a happy day for the Teacher and pupils in Section No. 3, Pelham. The efficient, popular and energetic Teacher of the School in that Section, Miss FAY, had infused such a spirit of industry and application into the minds of her pupils, and such a feeling of unanimity into those of their parents, that the public spirited Trustees, determined upon giving them all a splendid dinner in the large Town Hall of the Township before named. Accordingly preparations were commenced in right good earnest, tickets of invitation were printed and issued; and the viands were, in due course, spread out on a long table prepared for the purpose, to feast the aforesaid little ones, and their amiable Teacher with their friends and guests—not so much after all to feast them in its literal sense, as to show their respect for the Instructor whose labours have been so studious, and to testify their appreciation of the advantages of our Educational Institution."

"At half past two the chair was taken at the head of the table by D. D'EVERARDO, Esq., District Superintendent. After about two hundred persons, young and old, had satisfied the "keen demands of appetite," and after having listened to some excellent vocal music by the juvenile choir, led by their efficient Music Master Mr. ROBERTS, the assemblage was again called to order by the Chairman. The Rev. Mr. TUPPER was introduced to the audience, who briefly, but eloquently and argumentatively addressed them upon the importance and value of sound mental and moral training. The Rev. Mr. GIBSON next spoke, and ably argued in favour of the employment of well qualified teachers: By this time the shades of evening were fast approaching, and the Chairman re-

marked that the happiness of all would but be consulted by moving an adjournment. The usual formalities having been observed, the company parted, every man feeling well towards his neighbour, and I venture to say thinking more strongly and soundly upon the subject of Education than he did in the morning.

*New Grammar School, Whitley.*—It will be news to the majority of our readers to learn that a new Grammar School, upon a liberal scale, is about commencing in the flourishing village of Whitley. The School Building, large, spacious, and commodiously planned, the walls of which are brick, is now in a state of completion, and will probably be ready for actual service some time near the first of October, at which time it is arranged the School will commence.—[Oshawa News-Letter.

*Oshawa School.*—We were present yesterday at the examination of School Section No. 3, Oshawa, and had the pleasure of becoming acquainted with the proficiency of the pupils. Mr. A. EGG, Teacher of this Section, has proved his competency in the School department, taking what we saw, heard, and learned during yesterday's examination as the criterion.—[Ibid.

#### BRITISH AND FOREIGN.

*Popular Education among the English Wesleyan Methodists.*—There are in the Connection 413 day-schools, 38,568 scholars, of both sexes and all ages, at an annual cost, including teachers' salaries, of £26,043 7s. The Sunday Schools are 4,344, with 461,197 scholars, and 83,992 teachers, 59,643 of whom are members of the Society. Of these schools, 4,049 regularly attend chapel; in 3,906 the Conference Catechism is taught, and 22,829 of the children attend select classes, "preparatory to introduction into the Church." The total annual cost of these schools is £26,194 10s. The increase of children in the day schools is 1,551. It was stated that provision had been made for the erection of a Normal School, at a cost of near £40,000, towards which the Government had offered £7,000.

*Munificent Gifts.*—We learn that a distinguished member of the University of Oxford has, by deed of gift, made over a sum of £10,000 to the University, for the purpose of founding a new Museum for the promotion of the study of natural philosophy. The late eminent Dean Carlisle, Dr. CRAMER, has also bequeathed a sum of £1000, in Government stock, for establishing an annual prize for the best English poem on a sacred subject.—[Church and State Gazette.

*Turkey and Spain—Educational movements.*—Extract from the Berlin correspondence of the *New York Commercial Advertiser*:—"The modest entrance of Turkey into the circle of European civilization, is worth more than the passing remark which I can make on it here. The recent examinations of her military schools are spoken of as highly creditable to all concerned. Both Turkey and Spain have recently adopted measures for the institution of Primary Schools; but I have not been able to learn precisely what they are."

*Greece.—Gratifying Educational Symptoms.*—We extract the following interesting intelligence from the correspondence of the *N. Y. Courier and Enquirer*, published in the *N. Y. Literary World*:—"In short there is but a single point in the aspect of Greece, on which the eye can rest with satisfaction; yet that point is a bright and encouraging one; I mean the growing education and knowledge of the people. The State maintains an excellent system of education, modelled on the Prussian plan, and as a scheme, perfect in all its proportions. At its head stands the University, well endowed by public and private munificence, located in the finest modern building in Athens, and possessing a noble library, a faculty or thirty-four competent professors, and a body of nearly three hundred students. The capital also contains a Polytechnic School, where the sciences are well taught to some 200 pupils; a gymnasium, or academy with 600 scholars; a female seminary with about the same number, and a large number of elementary schools, conducted on the Lancastrian plan. Athens probably has as large a proportion of its population under instruction as any capital in Europe.

"Public schools are maintained over the whole kingdom, and all classes participate in their advantages. No less than eighteen or twenty cleverly conducted newspapers are published in the metropolis. Their subscription price is high, but in the Reading-rooms and Coffee-houses they find their way to the great mass of the population. With all their short-comings they are doing much to enlighten the public mind. It is true that the provisions for moral improvement in Greece but ill compare at present with the facilities for mental development; yet if there is a single element in Greek society that promises to elevate and eventually redeem the nation, it is the spirit of inquiry which now prevails among the people, and for the first time since the ancient republic, can, in all matters not ecclesiastical, be safely cherished and freely gratified."

*Expenditure for Education in Prussia.*—Prussia has at this moment 33,000 primary school teachers, the gross salaries of which amount to \$1,500,000. The sum devoted to the salaries of Teachers and the maintenance of Schools is levied and expended under the supervision of Township officers. The total amount expended on Academies, Colleges, Universities, Printing, Art and Science, is nearly \$1,500,000 more. Total annually expended in Prussia for Education about \$3,000,000.—[Correspondence N. Y. Commercial Advertiser.

*The Question of Free Schools in the State of New York* will be decided next month. We select the following official information on the subject from the *Albany Evening Journal*. It is a striking gratifying fact that the influence of Canada will be felt in the approaching *Free School* contest among our neighbours of the "Empire State":—"The 'Act establishing Free Schools throughout the State,' passed at the last Session of the Legislature, is to be submitted for the approval or rejection of the electors of the State, at the ensuing November election. The importance and magnitude of the issue thus involved cannot fail of being duly appreciated by every enlightened mind; and the most ample means of information in reference to the principle and practical details of this great measure, should be within the reach of all.

With this view we are requested to state that the conductor of the *District School Journal* has devoted, and will still continue to devote, the columns of that paper, until after the election, exclusively to that subject. In the August and September Nos. will be found a Circular Letter, addressed by Hon. Horace Mann, of Massachusetts, to several of the ablest and most experienced educators of the Union, in reference to the intellectual, moral and social efforts capable of being produced by the adoption of a complete and enlightened system of Universal Education, based on the Free School system, together with the replies of the persons thus addressed. The publication of these letters will be continued, a masterly and able exposition of the principal arguments in favour of the adoption of the Free School system, from the pen of the *Chief Superintendent of Schools of Upper Canada*. These arguments are chiefly based upon the practical operations of the system in Massachusetts, and such of the other States, cities or towns where it has been for any length of time in successful operation, and will be found to afford a perfect magazine of facts and illustrations in support of the proposed system.

*Education and Industry in the United States.*—It will be asked, however, even by some who are favourable to popular education, whether the masses can have leisure to profit in after life by such a style of teaching as the government of Massachusetts is now ambitious of affording to the youth of the country, between the ages of four and fourteen. To this I may answer, that in nations less prosperous and progressive it is ascertained that men may provide for all their bodily wants, may feed and clothe themselves, and yet give up one-seventh part of their time, or every Sabbath to their religious duties. \* \* \* \* But granting that time and leisure may be found, it will still be asked whether, if men of the humblest condition be taught to enjoy the poems of Milton and Gray, the romances of Scott, or lectures on literature, astronomy and botany, or if they read a daily newspaper and often indulge in the stirring excitement of party politics, they will be contented with their situation in life, and submit to hard labor. All apprehension of such consequences is rapidly disappearing in the more advanced states of the American Union. It is acknowledged by the rich that where the free schools have been most improved the people are least addicted to intemperance, are more provident, have more respect for property and the laws, are more conservative, and less led away by socialist or other revolutionary doctrines. So far from indolence being the characteristic of the laboring classes where they are best informed, the New Englanders are rather given to overwork both body and brain. They make better pioneers, when roughing it in a log-house in the backwoods, than the uneducated Highlander or Irishman; and the factory girls of Lowell, who publish their "Offering," containing their own original poems and essays, work twelve hours a day, and have not yet petitioned for a ten-hour bill.—[From Sir CHARLES LEVELL'S "Second Visit to America"—N. Y. Commercial Advertiser.

*Education in the Netherlands.*—The following is an extract from an article in Chambers's *Journal*, descriptive of an educational tour in the Netherlands. The passage here quoted is from an account given of the writer's visit to a school at Haarlem.

"Having seen all that was necessary, I as usual questioned the school-master on the subject of religious instruction. He answered, that he took every occasion of enforcing the principle of religious and moral obligation, when such a theme was appropriate in the exercises on words and sentiments in the lessons, but that no catechism or religious work formed a part of the course of instruction.—The following conversation now ensued between us, through my excellent interpreter:—"Where are your pupils taught the doctrines and other essential matters in religion?" "All are



taught these things by the clergymen to whose congregations their parents belong" "How is this managed?" "Two hours a week are allowed for their attendance at the clergymen's houses or churches, but I don't interfere in the matter, and leave parents to manage these affairs with their priests." "Do you know how the children in the school are divided into sects; that is, how many in each?" "Oh no, I never enquire of what religion a child is when it is sent to me; indeed I cannot help feeling surprised how you could ask such a strange question." I told him that I was governed by no idle curiosity in asking these questions; that I was much gratified in observing the fervent piety and orderly manners of the Dutch, and therefore was interested in the manner of their religious education; that if he had no objections, I should like to be permitted to ask the children, one after the other to what religious party they belonged. This was good-humouredly agreed to. Selecting the first form in front, he began at the topmost boy, and bidding him stand up, asked him in a kindly way what religion he was of. The child uttered the word "Romech," the next said "Reformaire," and so did the third; the fourth was a Jew; then followed Mennonite [Baptist], and Lutheran—and so on, there was a mixture of all sects as far as we went. "I am now perfectly satisfied; I see that there is a thorough mixture of all sects in the School. But may I ask if they ever taunt or abuse each other on account of their religion?" "No," replied the teacher, "they never, to my knowledge, do such a thing; in all my experience I never heard of such a thing." This closed the conversation, and we retired."

### Literary and Scientific Intelligence.

*The British Association for the Advancement of Science* met last month in Birmingham. The meeting was the 19th held by the Association, and from the indications given promised to be one of the most interesting yet held. We have not received any detailed information of the character of the Soirees, meetings, excursions, &c., proposed. The objects of the British Association are to give a strong impulse and more systematic direction to scientific inquiry—to promote the intercourse of those who cultivate science in different parts of the British empire with one another, and with foreign philosophers—to obtain more general attention to the objects of science, and the removal of any disadvantages of a public kind which impedes its progress. The following is the list of officers for the current year:—

*President*—The Rev. Thomas Romney Robinson, DD, MRIA, FRAS.  
*Vice-Presidents*.—The Earl of Harrowby, the Lord Wrottesley, FRAS, the Right Hon. Sir Robert Peel, Bart, DCL, FRS, Sir David Brewster, LL.D, FRS, Charles Darwin, Esq., MA, FRS, Michael Faraday, Esq., DCL, FRS, the Rev. Robert Willis, MA, FRS.

*Trustees, Permanent*.—Sir Roderick Impey Murchison, FRS, John Taylor, Esq., FRS, the Very Rev. George Peacock, DD, FRS, Dean of Ely.

*General Secretary*.—Lieut. Colonel Sabine, RA, Foreign Secretary, RS, (Woolwich.)

*Assistant General Secretary*.—John Phillips, FRS, (York.)

*General Treasurer*.—John Taylor, Esq., FRS, (London.)

*Local Secretaries*.—Captain Charles Tindal, RN, William Wills, Esq., Bell Fletcher, Esq., MD, James Timmins Chance, Esq.

*Local Treasurers*.—James Russell, Esq.

*Death of Dr. Cooke Taylor*.—We have to announce, with much regret, the death of the distinguished scholar and historian, W. Cooke Taylor, Esq., LL.D. The learned gentleman died after an attack of only a few hours illness. He was educated at Trinity College, Dublin. His *Manual of Ancient and Modern History* is a highly popular performance.

*The Vernon Testimonial*.—R. Vernon, Esq., who bequeathed his magnificent collection of paintings to the British Nation is to have a beautiful Testimonial, to consist of a marble bust, with ornaments and pedestal, to be placed in the National Gallery.

*Pension to Lady Hamilton*.—The Queen has granted a pension of £100 per annum to Lady Hamilton, the wife of Sir W. Hamilton, Professor of Logic and Metaphysics in the University of Edinburgh, and a valuable contributor to Philosophical Literature.—[London Observer.]

*Railway Travelling in England*.—The express trains between London and Liverpool perform the entire distance of 210 miles in five hours, or at the rate of 42 miles per hour.

*Stonehenge to be Restored*.—Measures have been taken to restore their original position all those stones of Stonehenge, which have fallen within the memory of man.

*Miss Fredrica Bremer*, the Swedish authoress, whose beautiful tales, translated by Mary Howitt, have been so generally admired, is on her way to the United States, where she intends to spend the winter.

*Miss Eliza Cook*, the celebrated English Poetess, came in the *Caledonia*, and is now making arrangements for the publication of her *Journal* simultaneously in England and America.

*Death-bed Scenes of some Eminent Men*.—It is stated that Haller, the great physiologist, died feeling his pulse. When he found that he was almost gone, he turned to his brother physician and said, 'My friend, the artery ceases to beat,' and died.

Petrarch was found dead in his library leaning on a book. Bead died in the act of dictating. Roscommon uttered at the moment he expired two lines of his own version of 'Diessira.'

Rousseau, when dying, ordered his attendants to place him before his window, that he might once more behold his garden, and bid adieu to nature.

Addison's dying speech to his son-in-law was characteristic of the author of the 'Spectator.' 'Behold,' said he to his dissolute young nobleman, 'with what tranquillity a Christian can die!'

Alfieri, the day before he died, was persuaded to see a priest, and when he came he said to him with great affability, 'Have the kindness to look in to-morrow; I trust death will wait four-and-twenty hours.'

Tasso's dying request to Cardinal Cynthia was indicative of the gloom which haunted him through life; he had but one favour, he said, to request of him, which was that he would collect his works and commit them to the flames, especially his 'Jerusalem Delivered.'

Clarendon's pen dropped from his fingers when he was seized with palsy, which terminated his life.

Chaucer died ballad-making. His last production he entitled 'A Ballad made by Geoffrey Chaucer on his death-bed, lying in great anguish.'

Sir Godfrey Kneller's vanity was displayed in his last moments. Pope, who visited him two days before he died, says he never saw a scene of so much vanity in his life; Kneller was sitting up in bed contemplating the plans he was making for his own monument.

'I could wish this struggle scene was over,' said the celebrated actor Quin; 'but I hope to go through it with becoming dignity.'

Bishop Newton died whilst in the act of setting his watch.

Bayle having prepared his proof sheet for the Printer, pointed where it lay when in the act of dying. The last words of Lord Chesterfield were, when the valet, opening the curtains of the bed, announced Mr. Drysdale, 'Give Drysdale a chair.' Warren observed that Chesterfield's good breeding only quitted him with his life. 'Tell Collingwood to bring the fleet to an anchor,' were Nelson's last words. 'I fear not death! Death is not terrible to me,' said Charles the First, and when he ascended the scaffold on which he was about to die, said to the executioner, 'I pray you see me up safe, and for my coming down let me shift for myself.'—[S. Kite.]

*The Centenary of the Birth of Goethe* was lately celebrated at Berlin by a festival of three days duration. A banquet was held on the third day. Several interesting literary relics of Goethe were exhibited, among others the MSS. of "*Harst*," &c.

*The Canadian Legislative Libraries*.—We are glad to learn that several considerable packages of books, intended as the commencement of the new library of the House of Assembly have arrived in the "*Great Britain*."—[Montreal Transcript.]

*Report of the School Committees of the Imperial Parliament on Public Libraries*.—An interesting document on Public Libraries has lately been published by the Parliamentary Printers. The Committee earnestly recommend the establishment of Public Libraries in all the principal cities, towns and villages and the parishes of the United Kingdom: to be freely accessible to all the people—by throwing open and enlarging the collegiate, corporated and privileged libraries, such as the British Museum, and Sion College in London: the Advocates' Library in Edinburgh; the Queen's Irish Library in Dublin, and the Cathedral Libraries, *et hoc genus omne*, as a compensation for their peculiar privileges. The Committee further recommend a grant of the public money for the formation of new "Public Libraries:" the authorizing by Parliament of Town Councils to levy a small rate for the creation and support of Urban Libraries. The Committee, in concluding their able and interesting Report, revert to the general question. They recognize in the establishment of Libraries of sound, healthy and genuine Foreign and English Literature, the general principle, that they should be based on a fair and durable foundation; that they should be freely accessible to all the public; that they should remain open during the evening; and that they should, as far as possible, be leading libraries. This last consideration they deem one of the highest importance, and should be an essential element (as it is abroad) in the formation of Public Libraries. We earnestly hope that, in a few years, Canada will be in possession of enjoying the advantages of a so:nd and generous system of Public Libraries in connexion with her Common Schools.

**Public School Libraries.**—From a late Report of the *Smithsonian Institution*, Washington, we compile the following interesting statistics:—

Name of Country.	Date of Statistics	No. of Librar's	Aggregate No. of Vols.
Germany, including Austria and Switzerland .....	1845	103	5,578,980
France .....	1844	241	4,771,000
Great Britain and Ireland .....	1840	31	2,001,000
Russia .....	1843	120	1,321,115
United States of America .....	1847	182	1,294,000
Denmark .....	1840	13	660,000
Belgium .....	1841	31	614,722
Sweden .....	1841	16	358,000
Spain .....	1835	21	354,557
Norway .....	1842	14	157,783
Tuscany .....		9	

**The Public Libraries of the United States.**—The aggregate number of volumes in the Public Libraries of the United States is about 1,294,000, distributed among 182 libraries. 43 of these libraries contain over 10,000 volumes each; nine over 20,000 each, and only two over 50,000. The library of Harvard University, the largest on this side of the Atlantic, contains, together with the libraries of the law school and divinity school, upwards of 70,000 volumes.

**Names of the United States.**—Maine was so called as early as 1638, from Maine in France, of which Henrietta Maria, Queen of England, was at that time proprietor.

**New Hampshire** was the name given to the territory conveyed by the Plymouth company to Captain John Mason, by patent, November 7, 1639, with reference to the patentee, who was Governor of Portsmouth in Hampshire, England.

**Vermont** was so called by the inhabitants in their declaration of independence, January 16, 1776, from the French *ver* green, and *mont* mountain.

**Massachusetts** was named from a tribe of Indians in the neighbourhood of Boston. The tribe is thought to have derived its name from the Blue Hills of Milton. "I have learned," says Roger Williams, "that Massachusetts was so called from the Blue Hills."

**Rhode Island** was so called in 1644, in reference to the Island of Rhodes, in the Mediterranean.

**Connecticut** was so called from the Indian name of its principal river.

**New York** was so called in reference to the Duke of York and Albany, to whom this territory was granted.

**Pennsylvania** was so called in 1681 after William Penn.

**Delaware** was so called in 1703, from Delaware Bay, on which it lies, and which received its name from Lord De La Warr, who died in this bay.

**Maryland** was so called in honour of Henrietta Maria, Queen of Charles I. in his patent to Lord Baltimore, June 20, 1532.

**Virginia** was so called in 1534, after Elizabeth, the Virgin Queen of England.

**Carolina** was so called by the French in 1664, in honour of King Charles IX of France.

**Georgia** was so called 1692, in honour of King George II.

**Alabama** was so called in 1817, from the Indian name of its principal river.

**Mississippi** was so called in 1800, from its western boundary. Mississippi is said to denote the whole river; that is, the river formed by the union of many.

**Louisiana** was so called in honour of Louis XIV. of France.

**Tennessee** was so called in 1796 from its principal river. The word Tennessee is said to signify a curved spoon.

**Kentucky**.—was so called in 1782, from the Indian name of its principal river.

**Illinois** was so called in 1809, from its principal river. The word is said to signify the river of men.

**Indiana** was so called in 1802, from the American Indians, whose lands were set apart there.

**Ohio** was so called in 1802, from its southern boundary.

**Missouri** was so called in 1821, from the Indian name of its principal river.

**Michigan** was so called in 1805, from the lake on its borders.

**Arkansas** was so called in 1819 from the Indian name of its principal river.

**Florida** was so called by Juan Ponce De Leon, in 1513, because it was discovered on Easter Sunday—in Spanish, "Pascua Florida."

**Wear of the Niagara Falls.**—The 710,000 tons of water which each minute pour over the precipice of Niagara, are estimated to carry away a foot of the cliff every year. Taking this and adopting the clear geological proof that the fall once existed at Queenston, four miles below, we must suppose a period of 20,000 years occupied in this recession of the cataract to its actual site; while in the delta of the Mississippi, nearly 14,000 square miles in extent, an estimate founded on its present rate of increase, and on calculation of the amount of earthly matter brought down the stream, has justified Mr. Lyell in alleging that 67,000 years must have elapsed since the formation of this deposit began.

**A Machine for Manufacturing Letter Envelopes.**—A machine has lately been patented, and put in operation, in Birmingham, England, for the manufacture of letter envelopes, by which an astonishing number is made, with very little labour and in a very short time. It is calculated that one man, with the assistance of three or four boys, to gather the envelopes, would be enabled, by using it, to manufacture from 30,000 to 35,000 in a single day, the paper being cut beforehand. The facility afforded by this machine, compared with the ordinary manual process, is extraordinary, since an expert hand, by the latter, exclusive of the cutting, cannot, on an average, make more than 2000 of the same quality, and having the same amount of workmanship, as those above. Considering the very extensive use of the envelopes for letters, at the present time and the consequent great demand for them, this cannot but be a very useful machine.

**Atmospheric Pressure upon Animals** living upon mountains are found to have much larger lungs than those of the valleys. In the City of Mexico, which is several thousand feet above the level of the sea, consumption and pulmonary complaints are never found unless taken there: the air being much lighter, requires larger and better developed lungs in such places than in valleys, where they are contracted by the weight of the atmosphere. We are not apt to notice the weight of the atmosphere, which is equal to fifteen pounds to every square inch of the body, because it is equal in all directions. This pressure also enables some animals and insects to walk up smooth surfaces; thus the fly has power to make a vacuum under his feet, when the onward pressure holds it to the substance which it ascends, which is not the case with other insects. The cat and the lion have this property to a limited extent.

**Pressure of the Sea.**—If a piece of wood which floats on the water be forced down to a great depth in the sea, the pressure of the surrounding liquid will force it into the pores of the wood and so increase its weight that it will no longer be capable of floating or rising to the surface. Hence the timber of ships which have foundered in the deep part of the ocean, never rises again to the surface like those which have sunk near to the shore. A diver may, with impunity, plunge to a certain depth of the sea; but there is a limit beyond which he cannot live under the pressure to which he is subject. From the same reason it is probable that there is a depth beyond which fishes cannot live. They, according to Joslin, have been caught in a depth at which they must have sustained a pressure of 80 tons to each square foot of the surface of their bodies.

**Connexion between Trees and Literature**—Let me remind you of the very ancient connexion between leaves and literature, folios and foliage. This is not a play on words. "Pliny tells us that the most ancient way of writing was upon the leaves of the palm tree. Afterwards (which brings us still more into our subject) they used the inner bark of trees for this purpose; which being in Latin called 'liber,' and in Greek *biblos*, hence was a book in Latin termed *liber*, and in Greek *biblos*; their books anciently consisting of leaves made from such inner barks." My lady hearers, generally, will scarcely have guessed that our word "library" owes its origin to the inner bark of the lime or birch tree. Some opulent Russian noble, it is related, had his library furnished only with wooden books—books of boards, but not *in* boards; for he had tastefully decided that they should have splendid bindings, "like the empress's," and the *works* be "lettered" if not the owner. His books were not so utterly remote, it would seem from the primary material of a library, as one might at first imagine. Dean Prideaux, from whom I have quoted the preceding information adds, "The Chinese still make use of such inner barks or rinds of trees to write upon, as some of their books brought into Europe plainly show." I suppose, however, that these books may have come from some less civilized country bordering on China. The late Sir John Barrow mentions, that "the bark of mulberry trees, and the produce of the cotton shrub (among other substances) are employed in the Chinese paper manufactures." A more curious fact is, that the bark of the paper mulberry tree (*Broussonetia papyrifera*) was formerly used by the Chinese Government (long before paper currency was thought of in Europe) to serve for *bank notes*. The paper of the mulberry tree was cut into pieces of different sizes, representing different values, and these being stamped with the emperor's vermilion seal, became a legal tender, which none dared refuse at the peril of life. Whether any Peel arose against bark, or whether the celestial merchants were as clamorous for more bank notes as some in this "outside land," I have not yet learned.



# JOURNAL OF EDUCATION.

TORONTO, OCTOBER, 1849.

## NOBLE PROPOSAL FOR THE PROMOTION OF EDUCATION IN UPPER CANADA.

To the Proprietor of the Journal of Education, Toronto, Canada.

MY DEAR SIR,—It will afford me much pleasure in placing at your command a special sum towards the promotion of education in the Colony, in the opening of 500 schools in the interior, for a sound religious and scientific education.

You will be so good, My Dear Sir, as to prepare a statement at length of the probable sum necessary for this object, with a statement of the localities where you would recommend the opening of the same.

Besides the special sum I give for this object, I will endeavour to enlist the patronage of friends in behalf of your plan; and I have not the smallest doubt such an amount will be raised as will enable you to enter upon the most extensive operations in all directions. The details of your plan had better embody a special impression, as doubtless it will be perused with great interest, and attended with the most happy, the most beneficent, the most permanent results.

It certainly seems now impossible to resist the conclusion that the time is now come for this important question engaging the most serious consideration.

Would you recommend the opening also of agricultural schools for the specific training of those desirous of the same?

I am,

My Dear Sir,

Yours, &c.,

M. P.

LONDON, July 20th, 1849.

## ANSWER TO THE FOREGOING COMMUNICATION.

The foregoing communication has been received, as we trust it has been made, in good faith. As it contains a proposal the most patriotic and benevolent which has ever been made, if conceived, by a private individual in regard to the rising and future generations of Upper Canada, so it has attracted an extraordinary degree of anxious and grateful attention. Its very magnificence has created doubt in some minds, while the grandeur of its conception has excited general surprise and admiration. Should the expectations which it has awakened be realized, untold blessings will be conferred upon Canada, and the brightest pages of its history will be associated with British benevolence. The undersigned will regard it a privilege, rather than a task, to perform any labour which may be necessary for the promotion of so noble and divine a purpose. It is, therefore, with no ordinary feelings of anxious responsibility we proceed to explain the plan which, after the most mature deliberation, and after a most careful consideration of all that has been submitted by correspondents in different parts of Upper Canada, has been evolved in our own mind as best adapted to give effect most widely and permanently to the foregoing proposal of enlarged Christian philanthropy.

Before entering into any explanatory details, we shall state, in the first place, in what sense we understand the proposal itself, and some general principles on which we think any undertaking of the kind should be conducted.

We understand the proposal not to be intended to supersede any local exertion which can be made for promoting sound, Christian and scientific education, but as an impulse to the development of such exertion, as an aid to strengthen its hands, to animate its heart,

and most effectively to combine and direct its energies. The true method of educating an individual is, in our opinion, the true method of educating a country. It is not by doing everything for him, but by teaching and prompting him to do everything for himself—by developing and strengthening his faculties—by awakening his convictions, aspirations and hopes—by inspiring him with the spirit of his obligations, interests and destinies, and by opening before him the most obvious and certain method of their fulfillment and realization. It is so with the education of a township, a county, and a country. The people require the aid of counsel, direction and pecuniary assistance in proportion to their want of information, according to their inexperience and poverty; but all as a help and addition to their own exertions, and with a view of enabling them more and more to make all needful provision for their own intellectual and moral as well as physical necessities. Until a people are properly educated, they need such aid, as much as students need the aid of a teacher; and a system which does not provide for it must be unsuccessful, and ultimately inflict an injury rather than confer a benefit. All aid given to schools should be, not a bounty to indolence, but a stimulus to exertion, and should provide for the encouragement and direction of that exertion to the best advantage.

In the next place, we understand the above proposal to refer to the establishment, not of Classical but of Common Schools—of schools adapted to the common pursuits and employments of the country,—schools for the people, teaching them their moral and social duties, and qualifying them to prosecute their various labours upon the principles of practical science.

Finally, we understand the term "*sound religious education*" to be identical with *Christian education*—not shrivelled to the littleness of an exclusive sectarianism, any more than diluted and poisoned by infidel latitudinarianism; but based upon the HOLY SCRIPTURES, and inculcating their great truths and precepts, as explained at large in the *Report on a System of Public Elementary Instruction for Upper Canada*, (pp. 22–52,) and insisted upon in various articles which have appeared in this *Journal*.

With these preliminary remarks, we proceed to comply with the request contained in the foregoing communication.

1. As to the "*localities*" in which we should propose the opening of such schools,—we would recommend, in the first instance, the opening of one in each Township of Upper Canada,—embracing, as each Township does, a district of about ten miles square. There are now about 346 Townships, each of which, by the Municipal Council Act of last Session of the Legislature, will form a municipality, presided over in most of its local interests by a Council of five members chosen by the people. In each of these township-municipalities we would propose the opening of a superior school "*for a sound religious and scientific education.*" These schools would thus be dotted over the whole country; they would extend to every township—even the most remote—facilities for the best English and practical education; they would be Model Schools to all surrounding neighbourhoods; they would be centres of enlightening and salutary influence in the various townships of Upper Canada; they would fix the standard of good schools and sound education throughout the whole country; each of them, by its example and influence, would be but the commencement of establishing similar schools in neighbouring sections; the indirect and remote benefits of them would more than quintuple their direct and immediate benefits; in the course of ten years they would change the entire intellectual and moral aspect of society, and wonderfully uplift the whole population in skill, intelligence and enterprise.

2. In the establishment of such Schools, we propose employing no other than the ordinary machinery of the School-law as it has substantially existed during the last three years, circumstantially modified by the new Municipal Act. We propose to leave the selection of the place of each of the contemplated Schools to the Municipal Council of each Township. Such Council will be best qualified to judge as to the precise locality within its jurisdiction for the establishment of such a school—where it will be most useful, and receive most support, and what should be its sectional limits. The School would thus be entitled to receive its share of the Common School Fund. The inhabitants of several localities in each Township would doubtless be candidates for the establishment of such a School amongst them. Then as to the *conditions* on which each such School should be established, we would recommend the following :

*First.* A site of not less than from three to five acres of land should be obtained and legally secured, and a School house erected, capable of accommodating from 100 to 120 pupils, and according to a plan which would be prepared and furnished by the Chief Superintendent of Schools. The plan should be the same for every Township of Upper Canada ; and the estimated cost of the building should not exceed £200. A house for the teacher according to a plan provided by the Chief Superintendent, and the expense of which should not exceed £150, should be erected in the course of five years. In the meantime the Local School authorities should provide a residence for the Teacher.

*Secondly.* The salary of the Teacher should not be less than £100 a-year exclusive of residence, payable quarterly ; and if he gave satisfaction to the School Visitors and Local Superintendent, he should be entitled to an increase of salary at the rate of £5 a-year for five years. The Local authorities should be at liberty to increase the Teacher's salary to any greater extent at their pleasure.

*Thirdly.* The National School Books should be used as textbooks in each School ; and the course of instruction embraced in them should be the course of instruction. Those who have carefully examined the *fifth* Reader itself, know how thoroughly practical, how scientific, and how comprehensive that course of instruction is.

*Fourthly.* Each School should be under the regulations applicable to Model and Common Schools generally.

*Fifthly.* Each School should be FREE ; the balance of the Teacher's salary, and the incidental expenses of School house warming, repairs, &c., should be provided for by rate on all the inhabitants of the proposed School Section concerned according to property, and all the children of School age in the Section, rich and poor without exception, should be entitled to attend the School without further fee or charge, except for books, as long as their conduct should conform to the rules of the School.

Such is a summary of the general conditions on which we should recommend the establishment of a School "for a sound religious and scientific education," in each Township of Upper Canada. There might be slight circumstantial variations in particular cases—such as where good School houses may have been already erected, and only need to be properly fitted up and furnished.

3. We should propose to treat each incorporated Town, having a Municipal Council, the same as a Township.

4. There would still remain upwards of 100 Schools to be opened to make the whole number of "500." These we should propose to be opened in the new and most needy Townships of the interior, upon the same principle and under the same regulations as are applicable to Common Schools generally, but as an additional aid and stimulus to encourage and develop the local exertions of the primitive settlers to make *proper* and *permanent* provision for the education of their offspring. With a special view to promote this object the Chief-Superintendent would carefully, (and as far as possible by personal visit and inquiry,) investigate the circumstances of such new Townships applying for help, and adapt it as far as possible to the exigences of the scattered inhabitants. Indeed he had purposed to take the essential preliminary steps for selecting and procuring School Libraries, and visiting each District of Upper Canada during the present year, for purposes both of inquiry and instruction ; but unexpected obstacles have thus far prevented him from carrying these parts of his plans into effect. We trust such impediments will soon be removed.

5. The next thing to be considered is, the manner of providing and employing suitable Teachers for the 500 Schools contemplated. This is a vital point. The best laws, regulations, school houses and endowments will accomplish little without Teachers of true hearts and sound qualifications. The Teacher makes the School. To make the Teacher then is an object of the first importance. To do this attention to three things is necessary—the Teacher's character, his training, his treatment and remuneration. The thorough training of a Teacher is as important to his success and usefulness, as that of a mechanic is for his trade, or the Physician or Lawyer for his profession ; and on the moral character of the Teacher chiefly depends the morals of his pupils. Though it does not always follow that a Teacher of sound Christian principles and morals stamps them upon his pupils ; it does follow that a Teacher wanting in Christian virtues will infallibly impress upon his pupils his own moral superscription and image : for while in subjects of *intellectual* inquiry pupils attend to what a teacher *says*, in subjects of *morals* they look at what he *is*. The teaching of Christian principles and virtues by an immoral man is an effectual mode of spreading infidelity and immorality. This is doubtless a chief reason why scepticism and vice widely prevail amongst the students of some Colleges and Schools where much parade and pretensions are made in teaching Christianity, but where very little attention is paid to the personal example and Christian spirit of the Professors and Teachers themselves. Now to secure Teachers of the right spirit and character and of the proper qualifications, we propose, with the concurrence of the Board of Education and the aid of the Masters of the Normal School, to select them from the most able and meritorious of the Students in the Provincial Normal School—men of the right stamp, and who, in addition to all other qualifications, would pursue a special course of instruction in the *Science of Agriculture* ; so as to be able to teach and deliver popular lectures on the subject. The employment and dismissal of these Teachers we propose to take place by the concurrence of the Sectional Trustees, and the Local and Provincial Superintendents. Under such circumstances the best Teachers would be obtained, and their proper treatment and remuneration would be satisfactorily secured.

6. In regard to the "opening of Agricultural Schools, for the specific training of those desirous of the same," we doubt whether *special* schools of that kind would be successful in this country, while the expense of establishing and maintaining them would be a matter of extreme difficulty. No such school has as yet succeeded in any part of North America. The mass of the rural population in Upper Canada—as throughout the greater part of North America—are agriculturists. Nearly every youth, therefore, has some practical knowledge of agriculture as pursued in the country, and becomes a small landed proprietor. There are few large landed estates cultivated by tenants, as in Europe, under the supervision of overseers specially trained for the purpose. Each of the Canadian agricultural youth must unite in his own person the office of overseer and labourer ; he cannot, as a general rule, afford the time or means to go away from home to learn the science of what he has been partially employed in from his childhood. In our opinion, the only system of agricultural education which will be accessible to the mass of our agriculturists, must be blended with their Common Schools, and must be imparted through the agency of Common School Teachers and Libraries. Where the school library contains some of the best practical works on agriculture, and the teacher understands and is able to explain and illustrate the elements of agricultural chemistry and practical agriculture, a most important step is taken and provision made for the advancement of the science and interests of agriculture. It is on this ground that agricultural science, illustrated by experiments, constitutes a branch of instruction in the Provincial Normal School for the training of Teachers ; and it only remains to give prominence and extension to that department,—as may easily be done. It is also worthy of remark, that most of the students in the Normal School are from the agricultural portion of the community ; and their agricultural knowledge before entering the Normal School, is on a par with that of the great majority of the farmers of the country.

Entirely concurring as we do in the object contemplated by our London correspondent, and with a view to promote that object to the greatest extent, we should propose such a course of instruction

and exercise in Agricultural Science for each candidate for the proposed schools as to enable him to teach it, as far as practicable, in his school: to deliver a public lecture on the subject in his school-house or neighbourhood at least once a week during the winter months—selecting the principal part of his specimens and illustrations from the soil and tillage of his township. He would also be able to deliver occasional addresses to the inhabitants of such township, and would be qualified likewise to commend to their attention the best books and publications for practical information connected with their pursuits. In some instances perhaps a sufficient quantity of land would be placed under the care of the Teacher, or be procured and occupied by him, to answer for a small model farm—contributing in part to the Teacher's support, and affording him facilities to exemplify his knowledge and instructions in Agricultural Science. The example and influence of such a Teacher would tell upon the emulating exertions of other teachers, and upon many other individuals; and much talent and enterprise would be developed, while the social feelings, modes of labour, intelligence and interests of township after township would be greatly improved. In the event of Township School Libraries being established, where each School Section would constitute a *branch*, the Township Councils would doubtless, for the most part, if not always, select the Model Schools as the places for establishing and managing such libraries; and here the abilities and attainments of superior teachers would find a new field for appropriate and useful exercise. By such a plan of proceeding may the entire country be provided with the means and facilities of agricultural education and general knowledge, even in all its common schools and various popular reading, and that at the least possible expense.

7. Having thus explained the plan we would propose for the "opening of 500 Schools for a religious and scientific education," it remains for us to advert to the sum which may be required to promote that magnificent object. It will be observed that according to the plan above suggested, we propose to provide for the erection of school-houses and the preparation of teachers by local efforts exclusively—though both of these objects would, of course, be greatly promoted were gratuitous aid granted from abroad. What we would in the first place propose is, that the aid granted by our London correspondent should be expended in providing each school with the necessary *Maps, Globes, &c.*, and a small *apparatus* for the illustration of Lectures in *Chemistry* and the *Elements of Natural Philosophy*, including also a few professional *Books* for the Teachers, and (if possible) an annual contribution of a few pounds in support of the school, both as a help and a condition and inducement to further local exertion. What we propose would enable us to say to the local Councils and Trustees, in each case, "if you will erect a School-house of such a description, and agree to pay a Teachers so much per annum, we will provide you a Teacher of such qualifications and character as will secure to your children 'a sound religious and scientific education,' and we will furnish him with such school requisites and apparatus for teaching as will enable him to instruct your children to the best advantage, and initiate them into an acquaintance with agricultural chemistry and other elementary branches of practical science. We hope also to give you some aid in supporting your School when established."

Now we find, after inquiry and some experience, that the requisites and apparatus with which we propose to provide each of the superior schools contemplated, can be procured for the sum of £50 sterling, to which we think should be added an aid of £12 10s. per annum, for four years, towards the support of such school. We believe with this amount of extraneous aid to each school, the object contemplated by the benevolent author of the foregoing communication can be accomplished.—It could of course be accomplished to a greater extent with a greater amount of assistance; but we have endeavoured to devise a plan for accomplishing the greatest results with the least of possible means. Should any improvement be suggested in the details of the plan thus explained, we shall gratefully consider it. What we have proposed, we are persuaded is perfectly practicable, and involves the elements of our country's best interests and greatest future prosperity and happiness.

8. According to the plan of operations as thus explained, it will be seen that we intend the management of it to be *gratuitous*, and therefore not to deduct anything from whatever sum or sums may be placed at our disposal. A special annual report will be made of the expenditure of all such sums and of the Schools aided by them.

It would add much to our pleasure and that of all parties concerned should, the proposed donor permit the association of his name with each school brought into existence by his benevolence—a name which would be a directory to the best schools in the country, and be a symbol of one of its greatest blessings. We earnestly await his judgment and purpose on what we thus recommend for promoting the great objects of his benevolent proposal.

E. RYERSON.

Education Office, }  
Toronto, October, 1849. }

## SEMI-ANNUAL EXAMINATION OF THE PROVINCIAL NORMAL AND MODEL SCHOOL.

The semi-annual examination of this Institution took place on the 10th, 11th and 12th of this month according to the following programme:—

PROGRAMME OF THE SEMI-ANNUAL EXAMINATION OF THE NORMAL  
AND MODEL SCHOOL FOR UPPER CANADA, AT THE CLOSE OF THE SUM-  
MER SESSION, 1849.

Wednesday, Thursday, and Friday, the 10th, 11th and 12th October, 1849.

### NORMAL SCHOOL.

Wednesday.—Mr. HIND,—Science and Practice of Arithmetic, with the use of Logarithms—Algebraic formulæ for Arithmetical purposes—Mental Arithmetic—Theory of Book-Keeping.

Mr. ROBERTSON,—Philosophy of Grammar—Writing (Mulhauser's System.)

### INTERMISSION.

Mr. HIND,—Algebra—Algebraic Problems—Geometry—Algebraic formulæ, applied to Mensuration and Surveying.

Mr. ROBERTSON,—Geography—Mathematical, Physical and Political.

Thursday.—Mr. ROBERTSON,—General Rules of Orthography and Composition of Words, prefixes and affixes—Rudiments of Logic.

Mr. HIND,—General Principles of Mechanics and Hydrostatics—Steam Engine, Locomotive—Hydrostatical Instruments—General Principles of Astronomy, of the Natural Sciences, (Light, Heat, Electricity, and Magnetism.)

### INTERMISSION.

Mr. ROBERTSON,—General History—Synchronetic Table.

Mr. HIND,—Natural Sciences (continued)—Agricultural Chemistry—Vegetable Physiology—Human Physiology—Chemistry of Food.

### MODEL SCHOOL.

COMMENCING AT NINE O'CLOCK: TO BE HELD IN THE MODEL SCHOOL.

Friday.—Large Room.—Mr. McCALLUM,—Grammar. Mr. SANGSTER,—Geography. Mr. McCALLUM,—History. Mr. McCALLUM,—Mechanics.

Gallery.—Mr. McCALLUM,—Object Lesson. Mr. SANGSTER,—Arithmetic and Object Lesson. Mr. SANGSTER,—Geography.

### INTERMISSION.

Mr. SANGSTER,—Arithmetic and Algebra, Mental and Practical.

Mr. McCALLUM,—Grammar and Geography (in Gallery.)

Mr. TOWNSEND,—Hullah's System of Vocal Music.

### NORMAL SCHOOL.

Mr. TOWNSEND,—Hullah's System of Vocal Music.

### CONCLUSION.

The examination throughout illustrated most forcibly the admirable *intellectual* system of instruction pursued, the ability and skill of the Masters, and the great industry and success of the students. The answering throughout the examination was *individual*, (and not simultaneous as had been complained of on some former occasions) and elicited expressions of the warmest approbation on the part of Professors, Teachers and others who witnessed the exercises.

On Thursday afternoon the GOVERNOR GENERAL honoured the

Institution with a visit,—of which we insert the following account from the *British Colonist* :—

On Thursday afternoon, His Excellency the Governor General visited the Normal School, accompanied by the Hon. Col. Bruce, Lord Mark Kerr, and the Vice Chancellor of King's College. They were introduced by Dr. Ryerson, Chief Superintendent of Schools, and took their seats on the platform, where, beside the members of the Board of Education, there were several clergymen and other gentlemen, and the body of the hall was filled with ladies and gentlemen. The subjects of examination were, the Natural Sciences, Agricultural Chemistry, Vegetable Physiology, and Chemistry of Food. Before proceeding with the business, Mr. Hind, whose class was under examination, took occasion in an exceedingly neat and well delivered address, to explain to His Excellency the course of study pursued in Natural Philosophy, the time devoted to each subject, and the general mode of instruction followed in respect to Agricultural Science.

His Excellency listened very attentively, and appeared to be exceedingly gratified with the explanations offered. The examination was then proceeded with, during which the students acquitted themselves very satisfactorily; and, at the close, Mr. Hind, by request of His Excellency, examined them on other subjects, and the result was alike gratifying and satisfactory.

Dr. Ryerson then addressed His Excellency, expressing on behalf of all connected with the Institution, the gratification experienced at His Excellency's condescension in visiting the Normal School. He viewed it as a very encouraging circumstance, that Her Majesty's Representative took so much interest in the progress of education, that His Excellency did not deem it derogatory to his exalted station, to visit the Common Schools of the country, which he (Dr. R.) was exceedingly happy to find His Excellency had done in several places during his present tour through Upper Canada. Dr. Ryerson alluded to the course of study pursued in the Normal School, and paid a merited compliment to the teachers, Messrs. Robertson and Hind, than whom he said, there were not in any similar institution on this continent, gentlemen better qualified for their duties—the efficiency of whose labours His Excellency had an opportunity of testing in the rigid examination he had just witnessed. These students were destined to fill important stations in the Province when placed in charge of schools, and when they now go forth in the capacity of teachers, the advantages derived from their period of study at the Normal School will be communicated to others. It was also a gratifying circumstance, that in no other part of America was there the same amount of assistance rendered from public funds, towards Normal School students, as the Legislature of Canada extended to those of this Institution. The small sum which the Board of Education allowed to each of the students enabled to attend during the session; and it was very creditable to the students themselves that in 9 cases out of 19, the difference between the weekly allowance made to them by the Board, and that required for their support while attending the Normal School, was made up by themselves, from their hard-earned salaries, while in charge of Common Schools in country places. They were anxious to take advantage of the benefits of this institution, in order to qualify themselves better for their profession; and to do this, by economy and industry, they have been enabled to save a sufficiency from their small salaries, to insure their attendance, with the assistance rendered them by the Board of Education. This was most honorable to the students, and it gave promise of increased benefit and advantage to the Province, when they again enter on their duties as teachers. Dr. Ryerson took occasion to express his regret that the Board of Education had misinterpreted His Excellency's intention, with respect to the two prizes awarded by His Excellency for Agricultural Chemistry. The Board conceived that the prizes were set apart for one occasion only, whereas he now found, that it was His Excellency's intention that they should be continuous—granted at the close of each session. Had the Board been aware of this, it would have stimulated the students to still greater exertion, in endeavouring to gain the prizes—but the limited interpretation given to His Excellency's intentions by the Board, could not now be helped, for the present session, and he regretted the circumstance exceedingly. Dr. Ryerson observed that the number of students present was less than on former occasions, stating that they had to leave on account of sickness, and the general fears entertained, from the spread of cholera during

the summer—that awful visitation of Providence, from which many had suffered—but it was very gratifying to state at the same time that those who had thus left the Normal School, purpose returning to complete their studies another session. At the commencement of the present session, about 113 students entered, and about 64 left during the session, leaving about 51 in attendance. Each session since the commencement of the school, there were about 76 students sent out after undergoing the prescribed course of study—making 156 a year—so that since the establishment of the Normal School, there have been sent out upwards of 300 students to take charge of Common Schools, and at this rate the improvement of the Public Schools must proceed rapidly. The interest in the Normal School was increasing, and each succeeding session gave proof of the desire which was everywhere spreading, to take advantage of its benefits. Dr. Ryerson having again acknowledged the condescension of His Excellency in visiting the Normal School, sat down amidst the applause of the audience.

HIS EXCELLENCY THE GOVERNOR-GENERAL then rose and addressed the auditory with that fluency of speech for which he is celebrated. He expressed his gratification at the information he had derived from the explanations offered by Dr. Ryerson and Mr. Hind, and satisfaction at the creditable examinations through which the students had passed, complimenting Messrs. Robertson and Hind on their efficiency as teachers. There was scarcely any of the duties which devolved upon him, in which he felt greater interest, than in promoting Education; and if there was any part of the observations which fell from Mr. Hind, which he would feel disposed to criticize, it was that which related to Agricultural Chemistry—a study which His Excellency would wish to see pursued in all the public schools of the Province. It seems that in all new countries—Canada included—there was too little attention paid to agriculture. The learned professions as they are generally called, (and he did not wish by any means to depreciate them,) appeared to be elevated at the expense of agriculture. He could not see why this should be so—for there was no more honourable pursuit than the cultivation of the soil, and there certainly should be none more so, in an agricultural country like Canada. His Excellency related an anecdote which he overheard in the course of his tour. A farmer with a large family of sons, in conversation with a friend said, that he was determined to make a man of *one* of them at least. And how, do you suppose was he to make a man of him? By making him a lawyer, a doctor, or a clergyman. (Laughter.) The clergyman had to study those subjects which connect man with his God—which connect eternity with time; the lawyer had to study those matters which relate to the social condition of those among whom he lives; and the doctor had to study subjects relating to human physiology; while the farmer by making his business a profession, and paying due attention to the study of vegetable physiology and agricultural chemistry, would find an ample field for the exercises of his mental faculties, of more than ordinary interest, sufficient to elevate him in the scale of human beings, to an equality at least with those, who prosecute either of the learned professions. He regarded the pursuit of agriculture as the most honourable of all, and he felt greatly interested in elevating it to its proper sphere in this country—which is peculiarly an agricultural one—by the introduction into the Common Schools of the study of Agricultural Chemistry. A man may be a good farmer, under present circumstances, without a knowledge of this important branch of study, but surely a knowledge of it would not make him the less so. His Excellency expressed his regret that his intentions respecting the prizes had been misinterpreted—he certainly intended that they should have been competed for and awarded at each semi-annual session of the Normal School. His Excellency again expressed his gratification at what he had witnessed, and resumed his seat amidst great applause. His Excellency and suite having retired, the day's proceedings closed.

The examination of the MODEL SCHOOL on Friday afforded great satisfaction to the large number of visitors present; and the interest of the concluding part of the exercises was much increased by the visit of His Excellency LORD ELGIN. The *Colonist* gives the following account of this part of the proceedings :—

His Excellency was present at the close of the Examination of the Model School, comprising music according to Hullah's system

under the direction of Mr. Townsend. There were about 150 boys under examination at once. The school under existing arrangements, accommodates 300 boys, but owing to the comparatively small size of the principal apartment, only one half the number can be accommodated in it together—the others, meanwhile, being engaged, receiving instruction in another department. There was as many spectators in attendance, as the room could well accommodate, and when His Excellency entered, he was respectfully received, and the school boys raised a shout of welcome, clapping of hands &c., almost deafening, which His Excellency respectfully acknowledged. In the exercises in singing, the boys acquitted themselves creditably; and for convenience, the students, male and female, of the Normal School, were examined in Music at the same time and place, exhibiting great proficiency, very creditable to themselves, and to Mr. Townsend.

The Governor-General was not present at the examination of the other classes, in the Model School, which is to be regretted, as it would have been gratifying to His Excellency to have seen these examinations, and encouraging to the teachers, Messrs. McCallum and Sangster, had His Excellency been enabled to witness the progress made by the youths under their tuition, and after personal observation, to have joined with the numerous and respectable auditory, in the praises bestowed upon those teachers, and the system, pursued in the Model School. The examinations in the Model School, were truly interesting throughout, and all present were exceedingly gratified with what they had witnessed.

At the close of the examination, Dr. Ryerson, Chief Superintendent of Schools, addressed His Excellency in terms of gratitude for his condescension in having visited the Model School. He explained that the school was conducted under the immediate charge of the two teachers Messrs. McCallum and Sangster, and the Musical department under Mr. Townsend. That the Masters of the Normal School, Messrs. Robertson and Hind, gave each an hour's attendance every day in the Model School, superintending the proceedings; and that the Teachers-in-training in the Normal School, attended the Model School in rotation, so as to reduce to practice the instructions which they receive in the Normal School, in the manner which was so successfully exhibited during the examinations, and that the whole was carried on under the immediate superintendence of the Board of Education. Dr. R. expressed the gratification experienced at the interest taken by the public in these interesting and important proceedings, as exhibited by their attendance, and the manifestations of satisfaction which emanated from the highly respectable auditory, and particularly the encouragement afforded them by the presence of His Excellency on this occasion. He threw out a hint for a holiday to the boys, and sat down receiving the applause of the company.

The Governor-General then spoke, and was highly complimentary to Dr. Ryerson, the Teachers of the Normal and Model Schools, the Board of Education, and the Scholars. He eulogised the Normal and Model Schools, and expressed great satisfaction at the spread of education, and the increased means of promoting it in Upper Canada, which these establishments presented. He also adverted to the establishment of School libraries, which he hoped to see encouraged and promoted in all parts of the Province. His Excellency spoke with great fluency, and was most enthusiastically cheered by the boys, at the commencement and close of his speech. We had almost forgot to mention that, improving the hint thrown out by Dr. Ryerson, His Excellency was pleased to grant the boys a holiday for a fortnight, which was by no means the least acceptable announcement of the day. His Excellency then retired and the proceedings closed.

A FINE LARGE BRICK SCHOOL-HOUSE, well arranged and fitted up in the inside, and capable of accommodating upwards of 100 pupils, has just been erected in School Section No. 20 in the Township of York, (Village of Weston.) At the request of the Trustees, it was formally opened on Thursday the 19th instant by an educational discourse from the Chief Superintendent of Schools to a large and deeply attentive assembly. The building is highly creditable to the Trustees and inhabitants of the place; and the worthy Teacher (with whom the Superintendent had the pleasure of taking tea, after the public exercises,) has taught the same school for a continuous period of seven years.

## PRACTICAL SCIENCE.—OPTICS.

Under this head, in former numbers of this Journal, we have treated of the construction of the Steam-Engine and Magnetic Telegraph. It may be agreeable and useful to many of our young readers, if we now introduce so much of the science of *Optics* as will enable them to understand the construction of *Mirrors, Lenses, and Telescopes*. The construction and use of these instruments are determined by the properties and laws of *Light and Vision*, the explanation and elucidation of which constitutes the science of Optics. We have room in this number for only a few preliminary definitions and remarks.

1. Though light is one of the greatest and most common of our Providential blessings, we know nothing of its nature. The very medium through which we derive the greater part of our knowledge and enjoy all the pleasures and blessings of vision, is thus enveloped in mystery. Sir Isaac Newton *supposed* light to consist of exceedingly small particles, constantly emanating or throwing off from luminous bodies; others, and most modern philosophers, *suppose* that the elastic medium which fills all space is pervaded by undulations or waves, like the surface of the ocean, and that these undulations produce the sensation of light to the eye, in the same manner that the vibrations of the air produce the sensation of sound to the ear. These *suppositions* are all we know of the essence of that, the reality and importance of which no sceptic ever doubted, and of which the poet of *Paradise Lost* has truly and sublimely sung—

“Hail, holy Light, offspring of heaven first-born!

Before the moon thou wert, and at the voice  
Of God, as with a mantle didst invest  
The rising world of waters dark and deep,  
Won from the void and formless infinite!”

If the light of material nature is thus shrouded in mystery, which philosophy has never penetrated, yet never doubted; is the light of Spiritual TRUTH to involve no mystery? If so, where is the *analogy* between nature and Revelation, and with what force might scepticism allege that the author of nature, so full of mystery, could not be the author of revelation without mystery! But though the nature of light is unknown, many of its laws and properties are understood, like those of a higher Revelation.

2. The smallest portion or line of light that can be perceived, is called a *ray*; when a number of rays run parallel to each other, they are called a *beam* of light—as represented by the accompanying figure 1:

When this collection of rays diverge or separate from, or converge to or approach each other, they are called a *pencil* of light.



Fig. 1.

Figure 2 represents the rays of light *diverging* as they proceed from the luminous body to D. From every point in a luminous body, a countless number of rays emanate and diverge in every direction, when not prevented by intercepting obstacles. Thus from every point in a candle-flame light is diffused over an immense sphere. The rays of the sun only are considered parallel, on account of his immense distance from us.

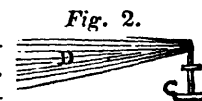


Fig. 2.

Figure 3 represents *converging* rays of light, the point of which, F, is called the *focus*. Rays of light proceeding from different bodies cross each other without interfering. They proceed in straight lines, at the rate of nearly 200,000 miles a second. The motion of light being rectilinear, or proceeding in straight lines, it forms angles, triangles, cylinders, cones, &c., and thus its affections fall within the province of geometry, the principles of which are successfully applied to develop the properties and laws of light, after a few fundamental properties are established by experiment. It is thus that different branches of science run into each other, and form one great system of intellectual investigation and development.

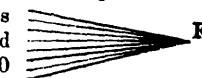


Fig. 3.



3. As to the velocity of light, the youthful reader may ask, how is that ascertained? We answer, in two different ways. The one is, by what is called the *aberration of the fixed stars*—a method too abstruse and too largely connected with astronomy to admit of explanation in this place. The second and most common method of estimating the velocity of light (one of the greatest achievements of the human mind) is by means of the eclipses of Jupiter's satellites. Most of our readers are doubtless aware, that the planet Jupiter has four moons, which revolve about their primary in the same manner that our moon revolves about the earth. Each of these satellites is observed, by aid of the Telescope, to undergo frequent eclipses, by falling into the shadow which the planet casts in a direction opposite to the sun. Astronomers calculate the exact moment of the satellite's passing into the shadow, or coming out of it, as seen by a spectator from the earth. The orbits or courses in which the earth and Jupiter move round the sun are nearly in the same place—the former at a distance from the sun of 95 millions of miles, and the latter, 495 millions—the former revolving around the sun in 365 days, the latter in 4,332 days, or only once in nearly twelve years. Consequently the earth and Jupiter are sometimes on the same side, and sometimes on opposite sides of the sun. In the former case the earth is the whole diameter of its orbit nearer to Jupiter than in the latter. Now astronomers have ascertained by observation, that an eclipse of one of Jupiter's satellites is seen about sixteen minutes and a half sooner when the earth is in the part of its orbit nearest to Jupiter, than when it is in the remote part. The light must therefore occupy sixteen minutes and a half in passing through the diameter of the earth's orbit—one hundred and ninety millions of miles—which is travelling at the rate of about one hundred and ninety-two thousand miles per second.

4. In this science bodies are classified as luminous, transparent, and translucent; reflecting, refracting, and opaque. These words require no definition in this place, and will be better understood as we proceed. An *opaque* body transmits no light, but interrupting it as it proceeds from a luminous body, causes a *shadow*, which is either converging or diverging according to the comparative sizes of the *luminous* and *opaque* bodies. When a luminous body is larger than an opaque body, the shadow of the latter will diminish until it terminates in a point; and if the smaller opaque body be a sphere, the form of its shadow will be that of a cone. For example, in figure 4, A represents the sun, and B the moon. The greater magnitude of the sun causes the moon to cast a converging shadow, which terminates at the point E. The moon coming between the earth and the sun, causes the eclipse or obscuration of the sun over that part of the earth which falls within the shadow of the moon. This is called a solar eclipse.

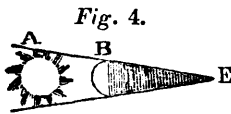


Fig. 4.

5. When a luminous body is smaller than an opaque body, then the shadow of the latter increases in size with distance. Thus in figure 5, the shadow of the object or opaque body A constantly diverges—increasing in size at the distances B, C, D, E.

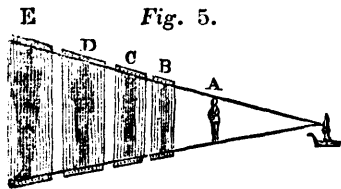


Fig. 5.

6. When several luminous bodies shine upon the same object, each one will produce a shadow—the darkness of each shadow being proportioned to the light of other luminous bodies which reaches the spot where the shadow is formed. In figure 6, the ball A is shone upon by three candles, B, C, and D. The light B produces the shadow b; the light C, the shadow c; and the light D, the shadow d. But the shadows are faint, as the light from each of the candles shines upon all the shadows, except its own.

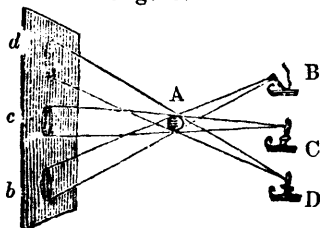


Fig. 6.

7. Light falling upon opaque bodies, is partly absorbed, and partly reflected, or thrown back, into the same medium; and is reflected in the most perfect manner by the most polished surfaces. The laws of reflected light are the same as those of re-

flected motion in mechanics. Thus, light falling perpendicularly upon an opaque body is thrown or reflected back in the same line to the point whence it proceeded; light falling obliquely on an opaque body will be reflected obliquely in an opposite direction; and in all cases the angles of incidence and reflection are equal. This will be illustrated by figure 7. It should be borne in mind, that an *incident ray* of light is a ray proceeding to and falling on the surface of an opaque body; and a *reflected ray* is a ray which proceeds from such reflecting surface. It may also be observed that an *angle* is the opening made by any two lines which meet each other in a point; that the *angle of incidence* is the angle which an incident ray or line makes in its passage towards an object, with a line perpendicular to the surface of the object; and that the *angle of reflection* is the angle formed by the perpendicular line with the line made by the reflected light or body as it leaves the surface against which it had been thrown. Thus, in figure 7, M, A, M, is a reflecting surface. P is a line perpendicular to the surface. The line I A, represents an *incident ray* falling on the surface, so as to form with the perpendicular line P, the angle I A P, called the *angle of incidence*. The line R A is drawn on the other side of the line P A, so as to have the same inclination with P A, as has A I. The line R A shows the course of the *reflected ray*; and the angle R A P is the *angle of reflection*, and is equal to the *angle of incidence*, I A P. This law invariably prevails, from whatever surface light is reflected, whether it be a plane, convex, or concave surface. On this fundamental law of reflected light (technically called *Catoptrics*) *mirrors* of all kinds are constructed—of which we shall briefly treat in our next number.

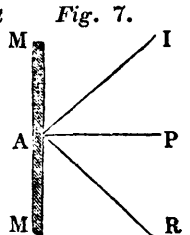


Fig. 7.

8. While *opaque* bodies reflect (more or less perfectly) the light falling upon them, *transparent* bodies allow it to pass through them. In optics any substance which allows light to pass through it, is called a *medium*, as glass, ice, water, air, &c. &c. When the light passes obliquely from one medium to another,—as from air into water or *vice versa*—it is *refracted*, or bent from a straight course. The fundamental law of this branch of Optics, (technically called *Dioptrics*) is that, "Light passing obliquely out of a rarer into a denser medium, is refracted towards a perpendicular to that medium; and passing out of a denser into a rarer medium, is refracted from the perpendicular." Light passing perpendicularly from one medium to another is not refracted. In figure

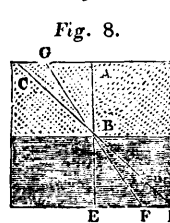


Fig. 8.

8, the line A B passing perpendicularly from air into water, is not refracted, but pursues a straight course to E. If a ray proceeds obliquely from the rarer medium (air) into the denser medium, (the water) as from C to B, when it enters the denser medium, (at B, the surface of the water) instead of continuing in the same straight line to D, it will be *refracted*, or bent out of its perpendicular direction, to F. Again, passing out of the water F, to B, the ray will not pursue the straight course to G, but will be refracted or bent in a more oblique direction to C—further from the perpendicular A B E than G. On this fundamental law of *refracted light* are constructed the various kinds of *Lenses* and *Telescopes*—a subject of illustration in another number.

Of the principle illustrated in the foregoing figure, we have examples in the bent appearance of an oar or stick in the water, the light of the part immersed being turned from the perpendicular, and causing it to appear bent up, or higher than its true place. In like manner the bottom of a river appears elevated, diminishing the apparent depth of the stream; and persons have been drowned from venturing into water which, by this apparent elevation of bottom, appeared much shallower than it was. The same principle has often been, and may easily be, illustrated by the following experiment: Place a small piece of silver at the bottom of a bowl, and withdraw the eye until the silver disappears; on filling the bowl with water the silver will become visible.

N. B. The illustrations in this article are from *Parker's Natural Philosophy*—the excellent elementary work to which we have frequently referred, and from which we took the illustrations of the our previous articles in this department.



## Selections.

## INFANTINE INQUIRIES.

"Tell me, O mother! when I grow old,  
Will my hair, which my sisters say is like gold,  
Grow grey as the old man's, weak and poor,  
Who ask'd for alms at our pillar'd door?  
As he, when he told us his tale of woe?  
Will my hand then shake, and my eyes be dim?  
Tell me, O mother! will I grow like him?  
"He said—but I knew not what he meant—  
That his aged heart with sorrow was rent;  
He spoke of the grave as a place of rest,  
Where the weary sleep in peace and are blest;  
And he told how his kindred there were laid,  
And the friends with whom in his youth he play'd;  
And tears from the eye of the old man fell,  
And my sisters wept as they heard his tale!  
"He spoke of a home, where in childhood's glee  
He chased from the wild flowers the singing bee;  
And follow'd afar, with a heart as light  
As its sparkling wings, the butterfly's flight;  
And pull'd young flowers, where they grew 'neath the beams  
Of the sun's fair light, by his own blue streams:—  
Yet he left all these, through the earth to roam!  
Why, O mother! did he leave his home?"  
"Calm thy young thoughts, my own fair child!  
The fancies of youth and age are beguiled;  
Though pale grow thy cheeks and thy hair turn gray,  
Time cannot steal the soul's youth away!  
There is a land of which thou hast heard me speak,  
Where age never wrinkles the dweller's cheek;  
But in joy they live, fair boy! like thee:  
It was *there* the old man long'd to be!  
"For he knew that those with whom he had play'd,  
In his heart's young joy, 'neath their cottage shade—  
Whose love he shared, when their songs and mirth  
Brighten'd the gloom of this sinful earth—  
Whose names from our world had passed away,  
As flowers in the breath of an autumn day—  
He knew that they, with all suffering done,  
Encircled the throne of the Holy One!  
"Though ours be a pillar'd and lofty home,  
Where want with his pale train never may come,  
Oh! scorn not the poor with a scorner's jest,  
Who seek in the shade of our hall to rest;  
For He who hath made them poor may soon  
Darken the sky of our glowing noon,  
And leave us with woe in the world's bleak wild!  
Oh! soften the griefs of the poor, my child!"  
[Father's Present]

## BEAUTIFUL AUTUMN.

The sear and yellow leaf reminds us that another autumn is at hand. There is no subject in nature more beautiful to the contemplative mind than Autumn. When we go back in memory to the gay flowers of the vernal fields, the green foliage of the mountains, hills and valleys, and contemplate their beauty, their glory, their freshness, their grandeur and sublimity, we think of but youth and happiness. But when we see the ruddy hue of declining Summer deepening into the rich robe of Autumn—gathering like the pall of death upon all nature—we are reminded in her own emphatic language, that we, like the "leaves that fall in wintry weather," must ere long, as they are nipped by the autumnal frost, be cut down by the strong arm of death, and gathered to the tomb of silence. It is the time for the mother to visit the lonely grave of her departed love, and weep over it the bright tear of sorrow—for the friend, the acquaintance, and the relative—to think of those who have closed their eyes forever upon the vanities of earth, and lie sleeping among the silent dead. At such a period the mind enters into untold enjoyment. There is a sweetness even in the deepest melancholy, which flows to the heart, touching every tinsel with emotions of affection, sympathy and love. It is the time to abstract our thoughts from things perishable—to turn the ephemeral charms of earth, the more sublime beauties which lie beyond the grave—to learn from the sober realities around us, that our days will have an autumn, that we cannot expect while here

"our bright summer always," though we may look forward to a time when the bloom of an eternal Spring will be known forever; where streams of happiness flow in tranquil beauty from a fountain which time cannot affect.—*Washington Irving.*

## THE TEACHER'S PREPARATION.

[The following excellent words of counsel are from a letter by an experienced teacher, to one just engaging in the cause. The letter from which this advice is an extract, is contained in the "Massachusetts Teacher."—*Ed.*]

Let your habits out of school be such that you can go there in a healthful state of body and mind. Often the wheels roll heavily in the afternoon, when a hearty dinner just before entering the school-room, may explain it all. One thinks the little noises in the room uncommonly frequent and annoying, when the previous long evening of unsound sleep has made him sensitive. Health alone can give constant cheerfulness, and enable one to see things as they are; so that a wrong to-day shall seem no worse than it seemed yesterday; and so that the teacher will feel willing to allow the same indulgence at all times.

Your pupils will be affected by the weather, and by the condition of your room, if you have not convenience for keeping it at a proper temperament, and well ventilated; but you must not yield to these influences. The evils are doubled, if the discomforts which make the pupil restless, make you impatient. Teachers must see and *feel* these things; they must, at such times, relax a little, rather than tighten the restraints. I need not, to you, speak of the physiological conditions of health; but if I were asked to express the most important, I would say:—temperance in diet, exercise in the open air, regular and sufficient sleep, and a generous use of cold water in the morning.

Cultivate a genial feeling towards your pupils. Let your countenance be spring-like to them. Love to see them happy. Inquire concerning their pastimes as you meet them by the way-side, or about the school-house door. Stern faithfulness will not do the teacher's work. The children are full of feeling, and the teacher must sympathize with it, and thereby gain the power of guiding and educating it. Teach pupils kindly, that there is a plain old-fashioned way—obedience, and that to know it and walk in it, is more important than to learn geography or arithmetic.

Prepare for school by reflection on the *wants* of your pupils.—This pre-supposes the careful study of their character to furnish the materials for reflection. This knowledge you will review, and review from each day's experience. You will find a distinct view of your pupils' wants, a strong incitement to exertion for them.—You will go to your school-room every day, with something in your mind by which you hope to benefit certain individuals whom you have found to need such care. This work must be done for individual pupils. It is in vain to think of doing it on the mass.

It is certainly as necessary for you to make preparations for your efforts to improve the dispositions, habits and feelings, of particular pupils, as it is that you know the intellectual condition of each, and go with particular topics in your mind on which you purpose to question them. You remember the principle in arithmetic which a boy did not understand, and watch opportunities for explaining and questioning:—much more should you seek favorable opportunities and the best methods for remedying, as far as you can, his moral deficiencies. In this you can be greatly assisted by an acquaintance with the parents of your pupils. If they have good notions of discipline, they will help you much. If they have not, you will know what you are to try to do alone.

You can, perhaps, by a modest defence of your own opinions, guide those parents who have not thought so much on early training as you have. The care you take to see parents, and to talk of the habits of their children, is evidence to them of your interest in your work. Assume in your conversation that parents inquire at night concerning the conduct and lessons of the day.

Visit school's, and read books on education. Almost every teacher has a good method of doing something. Seize upon it. No man writes a book without his good ideas in it. Seize upon that. Seize upon *modes* and *theories* where you can find them; but take neither to your school-room in their crude state. As for your bodily health, food must be digested, assimilated to your system before it can nourish it, so the master's or the writer's plans must be assimilated to your general plan, and to your intellectual and moral constitution, before they are fit for use.

There is enough to learn, closely connected with the teacher's employment, to keep him from rusting. He is expected to teach the English language. Does he know it? He teaches history.—Is he master, not only of the text-book he uses, but of the period of which it treats? Has he connected historical and other incidents with geography? Does he know the anatomy and physiology of his own system? Has he knowledge, so that he can interest a boy by the way-side, with remarks about a leaf, a bug, or a stone? Surely, a schoolmaster, as much as anybody, needs to have the book of knowledge open before him, so that the appropriate fact or illustration shall always be ready.

But, you ask, how can I do all this, coming, as I shall, tired from my school-house at night? I anticipate your question. We have too much to do. We come from our day's work too tired for much study. And I can only say, thro' for our advancement, we must improve the scraps of time, as we strive to teach our pupils to improve them.

But let me ask, what are your incentives to exertion? Have you in your mind a picture of a beautiful school, which you will strive to realize? It is very well. Do you crave the approval of good judges and good men? That is well. But duty and benevolence must be your abiding impulses. Cherish that sense of duty and that feeling of benevolence which the Bible teaches. Then, if you reflect on your pupils' wants, your energies will not stagnate. Responsibility to employers is less effective than responsibility to God. Ambition may urge, but a desire for a mortal crown is a poor stimulant to labors which the pupil can never see, to countless coercion, and restraint, whose first fruits are often dislike, rather than gratitude.

What shall secure faithfulness in the thousand little cares and watchings, which, to the teacher, die when performed, and are in oblivion forever? Nothing but duty and benevolence. Benevolent feeling never tires; it is happy only in benefiting, and never thinks of reward. It gains strength as the need increases. It kindles at others' coolness, and gives most light in the darkest hour.—*The Student.*

#### FIRST IMPRESSIONS IN CHILDHOOD.

I think we may assert that in a hundred men, there are more than ninety who are what they are, good or bad, useful or pernicious to society, from the instruction they have received. It is on education that depends the great difference observable among them. The least and most imperceptible impressions received in our infancy, have consequences very important, and of a long duration. It is with these first impressions, as with a river, whose waters we can easily turn, by different canals, in quite opposite courses, so that from the insensible direction the stream receives at its source, it takes different directions, and at last arrives at places far distant from each other; and with the same facility we may, I think, turn the minds of children to what direction we please.—*Edgeworth.*

#### A WORD TO BOYS.

*Be Polite.*—Study the graces; not the graces of the dancing master, of bowing and scraping; nor the infidel etiquette of Chesterfield, but benevolence, the graces of the heart, whatever things are true, honest, just, pure, lovely and of good report. The true secret of politeness is, to please, to make happy—flowing from goodness of heart—a fountain of love. As you leave the family circle for retirement, say, good night: when you rise, say good morning. Do you meet or pass a friend in the street, bow gracefully, with the usual salutation. Wear a hinge on your neck—keep it well oiled, and above all, study Solomon and the Epistles of Paul.

*Be Civil.*—When the rich Quaker was asked the secret of his success in life, he answered, "Civility, friend, civility." Some people are uncivil, sour, sullen, morose, crabbed, crusty, haughty, really clownish and impudent. Run for your life! "Seest thou a man wise in his own conceit! there is more hope of a fool than of him."

*Be kind to everybody.*—There is nothing like kindness, it sweetens everything. A single look of love, a smile, a grasp of the hand, has gained more friends than both wealth and learning.—"Charity suffereth long and is kind."

*Never strike back.*—That is, never render evil for evil. Some boys give eye for eye, tooth for tooth, blow for blow, kick for kick. Awful! Little boys, hark! What says Solomon? "Surely the churning of milk bringeth forth butter, and the wringing of the nose bringeth forth blood; so the forcing of wrath bringeth forth strife." Recompense no man evil for evil; but overcome evil with good. "Love your enemies, bless them that curse you."

*In reply to a Question,* avoid the monosyllables yes and no, thus, "Is your father in good health?" instead of saying "Yes sir," say "very good, sir, thank you."

*Avoid Vulgar,* common-place or slang phrases, such as "by jinks," "first-rate," "I'll bet," &c. Betting is not merely vulgar, but sinful, a species of gambling. Gentlemen never bet.

*Think before you speak.*—Think twice, think *what* to speak, *how* to speak, *when* to speak, to whom to speak; and withal hold up your head, and look the person to whom you are speaking full in the face, with modest dignity and assurance. Some lads have a foolish, sheepish bashfulness, sheer off, hold down their heads and eyes, as if they were guilty of sheep-stealing! Never be ashamed to do right.—*N. Y. Dist. School Journal.*

#### CLEAR THOUGHT: READY SPEECH.

For years before this I had fallen into a low, drawing, lazy tone of voice in my ordinary conversation; my utterance came forth in a cloud, and had its dwelling there. From divers experiments and observations, I had assured myself long ago that this was a capital defect, but my assurance as yet had been very far from working out its success. I had never had the energy to improve my observations into a method, and avail myself fully of their service. Now, at last, I attempted it in good earnest; I studied to bring myself up again from my relapse, to acquire a rapid, distinct, and articulate delivery; no man can miss this acquisition except from some organic infirmity. This I had the good sense to do; I lowered myself to the humility of the little child, and learnt from the first rudiments. I employed all the means that I have before described as exercises for the voice—recitation—the frequent repetition of the same passages, slowly at first, and then more and more quickly up to my highest pitch of rapidity; the pronunciation of foreign languages—Greek for the sake of fulness, and French for that of distinctness and despatch. There are, I believe, some other methods I practised industriously, and I wanted none else for my success. I was at once sensible of this advantage; from a feeble, imperfect voice, muffled, or, as the French express it, veiled, to the obscurity and confusion of all features, I became comparatively, though not perhaps absolutely, a clear and satisfactory speaker; and, as my talk was more distinct, my thoughts were all the more pointed and precise. Here is the association of sentiment, or rather, for the idea has no word on English, of pathos, in the Greek sense—subjective association, as the German metaphysicians would call it. The energy that is called to action in the tongue extends itself to the thoughts, like a circle in water, beginning at a point and spreading over the whole surface. In these cases it is not the intellect that first raises itself from prostration, and then quickens the utterance; on the contrary, we rise from the lowest end; we articulate a sentence or two with energy; this is easily done, and, once in motion, the impulse once fairly given, it is easy to go on. We blow our fire into a blaze, we kindle our intellect by the influence of our breath, of our own active spirit.—"*Self-Formation.*"

— "There is religion in a flower.  
Its still small voice is as the voice of conscience:  
Mountains and oceans, planets, suns and systems,  
Bear not the impress of Almighty power  
In characters more legible than those  
Which he has written in the tiniest flower  
Whose light bell bends beneath the dew-drops' weight."

POPULAR EDUCATION THE RESULT OF FREE INSTITUTIONS.—It may be assumed as an axiom, that popular Education is the result of free Institutions. If this truth were not self-evident, the history of despotism would prove it.—*Rev. Dr. Sparks' Inaugural Address.*

**Editorial Notices.**

**NORMAL SCHOOL—WINTER SESSION.**—The Winter Session of the Normal School will commence on Thursday, the 15th of November; and candidates for admission must apply within the first week of the Session. Those who engage to devote themselves to school-teaching, and to remain the Session in the Normal School, (and are qualified for admission, and produce the requisite testimony of character from their minister,) will be furnished with the necessary text-books, and admitted to all the advantages of the Normal School free of charge, and will also be aided to the amount of a *Dollar a-week* towards the payment of their Board. Board can be obtained in Toronto for from a dollar and a half to two dollars per week. The Session will continue five months—from the middle of November to the middle of April.

**Important Advice.**—SAMUEL CLARKE, Esquire, Warden of the Gore District, has ever evinced a judicious and noble zeal in behalf of the interests of Common Schools; and in his address at the opening of the Gore District Council on the 2nd instant, he offers the following excellent advice, which we hope will be followed by all parties concerned throughout the Province:—

“Gentlemen, as in all probability many of you will be elected to Seats in the Councils of your respective Townships, there is one subject above all others to which I would beg to call your most serious attention; that is our Common School system. Much has been done in our District since the amendments to our school laws. It is very gratifying to witness the greater attention given by the people generally throughout the District to the education of their children; the erection of so many superior school houses of brick and stone; and the general desire evinced throughout almost all our school sections to secure the services of a more efficient class of Teachers, is a cheering proof that our present school laws have a salutary tendency to improve the Common Schools. The great majority of the people whose local representatives we are, must look for the education of their children to these schools, and we may be assured that in no way can we confer more enduring benefit on our country than by doing all in our power to advance the educational interests of the rising generation.”

**CHEAP EDITIONS OF LATIN CLASSICS FOR CANADIAN SCHOOLS AND COLLEGES.**—Messrs. ARMOUR & RAMSAY, of Montreal, have commenced the reprinting of such portions of Latin Classics as are usually taught in Schools and Colleges. We have been favoured with copies of six of this series, namely:

Excerpts from Cornelius Nepos, . . . . .	£0	1	6
First Four Books of Cæsar . . . . .	0	1	6
Virgil's Georgics, . . . . .	0	1	6
Third and Fourth Books of Quintus Curtius, . . . . .	0	1	9
Taciti Agricola, . . . . .	0	0	9
Cicero de Amicitia, . . . . .	0	1	0

These numbers are to be followed by others, at prices varying from 9d to 1s 6d. The typographical execution of these numbers is beautiful, and the paper used is excellent. They are put up in stiff covers, and are in a form very convenient for pupils. So far as we have been able to examine the text, the greatest care seems to have been taken to secure its correctness.

We rejoice at this noble attempt to facilitate the study of the Classics in Canada by reducing the expense of procuring those portions of them which are used in the Schools. The cheapness, convenience and excellence of this series of Classical Texts cannot fail to secure their introduction and use in our Grammar Schools and Colleges. Messrs. ARMOUR & RAMSAY have been the pioneer Publishers of our best series of Common School Books; and they

are now laying the country under additional obligations by these excellent re-prints of Classical School Books. We hope to see the day when Canada will rejoice in its own printed Classical, as well as English Literature, as it now does to some extent, and we hope will to a much greater extent, in its own literary men.

Under the head of EDUCATIONAL INTELLIGENCE, in this number will be found various examples of the interest which is felt and manifested amongst the people in different parts of the Province for the education of their children and the improvement of their schools. In such school meetings and exercises as are mentioned, the social feelings of whole neighbourhoods are improved, no less than the interests of schools advanced. To the examples referred to, we add the following:—

*From the Kingston Herald.*

**PROGRESS OF THE SCHOOL SYSTEM—SCHOOL CELEBRATION.**—MR. EDITOR,—It is pleasing after so much political excitement, and while dissatisfaction still prevails to a considerable extent in our country, that one subject of vital importance to the future well-being of this Province is exciting a growing interest, viz: the education of the rising generation. This interest is manifested in the improved state of so many of the Common Schools in the country, and the increased number of qualified teachers employed by the different School Trustees. This improved state of things may be attributed to several circumstances, such as legislative enactments, increase of population, with an increase of qualified and talented teachers; but I think it is mainly owing to the indefatigable exertions of the Chief Superintendent of Schools for Canada West, a gentleman whose giant and brilliant talents are employed in the promotion of this object, and who is bringing the subject before the people from time to time, in that excellent publication—the *Journal of Education*, a publication by-the-bye, that ought to be supported not only by teachers and trustees of schools, but by all the friends and lovers of education. And in this District (the Midland District) the people are much indebted to Mr. Strachan the District Superintendent, for his untiring labours, by whose exertions no doubt, much has been done to improve the schools under his supervision. These thoughts were suggested by attending yesterday in Gordenier's neighbourhood, in the Township of Ernestown, a Pic Nic, got up for the benefit of two schools in the immediate vicinity. These schools are under the management of Messrs. Camfield and Newberry, two spirited and well-qualified teachers, and under the judicious training of these gentlemen for the last two years, the pupils have made rapid improvement, which is not only satisfactory and highly creditable to the teachers themselves, but meets the expectation of the parents, and secures their esteem and confidence.

We arrived on the ground in time to see the children arranged by their teachers, the one school on one side and the other on the other side of a table some 300 feet long. Mr. Camfield's school numbered 66, and that of Mr. Newberry 72, making in all 138. The respective teachers took a prominent place at each end of this well-furnished table.

After the teachers and their scholars had satisfied themselves with good things, the parents and friends, which were very numerous, sat down to the same table re-furnished with beef, mutton, turkeys, fowls, and a great profusion of pies, cakes, &c, &c; and after feasting to our hearts content on these luxuries a number of gentlemen present were called to a stand or platform erected for the purpose, and then followed a “feast of reason and the flow of soul,” in the shape of speeches—the first by Mr. Strachan, in which among many other things that he said, took occasion to compliment the two schools present, and congratulate the parents in having such teachers and schools in their neighbourhood, and said they had but few, if any rivals in the District. He was followed by the following gentlemen:—

Messrs. McFadden, Plato, Malery, Perry, Lyman, and others. Some of these made very appropriate and elegant speeches, and the day passed off to the entire satisfaction of all present, and I have no doubt but the proceedings of the orators will be highly beneficial to the schools interested. May the above named teachers long live to perform their honourable calling, and may we have many more such teachers. So prays a VISITER.

September 29th, 1849.

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