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## PROGRESS OF EDUCATION IN UPPER CANADA.

*Extracts from the Chief Superintendent's Annual Report for 1860.*

### COMMON SCHOOLS.

As required by law, I here present my Report on the condition of the Normal, Model, Grammar and Common Schools of Upper Canada, for the year 1860. The depression arising from two years' failures of the productions of husbandry, and commercial disasters, deeply affected this as well as the preceding year; yet the total amount of receipts for Common School purposes in Upper Canada was \$1,324,272, being an increase of \$14,452 over the aggregate receipts of the year 1859; and the aggregate receipts of that year were \$65,331 in advance of those of the preceding year. The whole number of pupils attending the Common Schools in 1860, was 315,812; being an increase of 14,229 over the aggregate attendance of the previous year.

2. *Teachers.*—The whole number of Teachers employed during the year, was 4,281; increase, 46. The number of *male* Teachers employed, was 3,100; decrease, 15. The number of *female* Teachers employed, was 1,181; increase, 61.

3. *Schools.*—The whole number of school sections is 4,134—*increase, 45.* The whole number of schools reported as open, is 3,969—*increase 51.* The number of school sections in which there are no schools open, or from which no reports are received, is 165—*decrease, 6.*

The number of *free* schools is 2,602—*increase 285.* The number of schools reported as *partly free*, 1,278—*decrease, 185.*

The number of schools in which a rate-bill of twenty-five cents or less per month is charged to each pupil, is 89—*decrease, 49.* As remarked last year, these returns show the gradual and rapid advance of *free* schools; the establishment of them being the annual voluntary act of the rate-payers in each school division.

4. *Visits.*—The whole number of official *school visits* reported, is 64,807—*increase, 1,624.* By Local Superintendents, 8,849—*increase, 110;* by Clergymen, 5,967—*increase, 341;* by Municipal Councillors, 1,944—*decrease, 51;* by Magistrates, 2,226—*increase, 35;* by Judges and Members of Parliament, 319—*decrease, 215;* by Trustees, 20,325—*decrease, 155;* by other persons, 25,177—*increase, 1,559.*

5. *Religious Exercises.*—It appears that out of 3,969 schools reported, the daily exercises of 2,226 are opened and closed with prayer—an increase of 167; and the Bible or New Testament is used in 2,758—being an increase of 71.

*Roman Catholic Separate Schools.*—The number of schools reported is 115; *increase, 10.* The amount of Legislative Grant apportioned is \$7,419. The amount of Trustees' local assessment or rate, is \$14,305; *increase, \$1,374.* The amount of local subscriptions and other sources, \$9,406; *decrease, \$458.* The total amount received, \$31,360, (including Legislative Grant for previous years, paid in 1860); *increase, \$796.* Amount paid to Teachers, \$23,205, *increase, \$202;* amount paid for maps, apparatus and prizes, \$222; *decrease, \$129;* amount paid for building and other purposes, \$7,931; *increase, \$724.* Number of pupils reported in the schools, 14,708; *increase, 1,714.*

### GRAMMAR SCHOOLS.

1. *Moneys.*—Amount paid for masters' salaries, \$64,005—*increase, \$24.41.* Amount paid for apparatus, prizes and libraries, \$1,866—*increase, \$159.* Amount paid for building, rent and repairs, \$6,037—*decrease, \$1,893.* The amount paid for contingencies, books, &c., \$5647—*increase, \$1998.* The total expenditure for Grammar School purposes is \$75,566—*increase, \$2,705.* Balance over, \$2,723; *decrease—\$2,727.*

2. The total number of Grammar Schools is 88—*increase, 7.* The Bible or Testament is read in 60 schools—*increase, 5.*

3. *Pupils.*—The total number of pupils is 4,546—*increase, 165.* The number of pupils whose parents reside in the city, town or village of the Grammar School is 3,724—*increase, 125.* The number of pupils reported as in Grammar School subjects, 4,124—*increase, 17.* Number of new pupils admitted during 1860, 1,761—*increase, 192.* Of these, 1,547 had passed the

required entrance examination—*increase, 62.* Number of boys formerly attending Common Schools who were admitted free by scholarship, 143—*increase, 57.*

4. *Masters.*—The total number of masters employed in the schools during the year, is 127. The number of head-masters appointed during 1860, is 30. The number appointed under the old law, 6—*decrease, 3.* The number of head-masters who are graduates, is 59—*increase 9*; of these, 38 were educated at Provincial Universities, 16 at English, Irish or Scotch Universities, 4 at American Universities, and 1 at Giessen; 23 teach under the authority of Provincial certificates.

#### NORMAL AND MODEL SCHOOLS.

The year is divided into two sessions of five months each. The number of students or teachers-in-training, admitted into the Normal School during the first session of last year, was 158; the number admitted the second session, 132. The number of teachers to whom certificates were awarded on a lengthened paper examination at the end of the first session, was 96, at the end of the second session, 90.

#### THE FREE PUBLIC LIBRARIES.

1. The amount expended for *free public libraries* in 1860, was \$5,289, being \$516 less than in 1859. The number of libraries established was 57, and the number of volumes sent to these and to libraries established in previous years, was 9,072. The whole number of libraries established is 411. The whole amount expended for their establishment is \$99,807, and the number of volumes contained in them is 186,658.

2. The number of *Sunday School Libraries*, according to the returns, is 1,756—*increase 72.* The number of volumes in these libraries is 278,648—*increase, 1,741.*

3. The number of *other public libraries* reported is 347—*increase, 13.* The number of volumes contained in them is reported to be 157,805—*increase, 39,249.* This large increase arises from a more full report being received of the libraries attached to various public institutions in Toronto, and from which it appears that there are about 34,400 more volumes in the city libraries than were reported for 1859.

The total number of school and public libraries in Upper Canada is reported as 2,514, and the number of volumes 623,111.

#### MAPS, GLOBES, AND VARIOUS ARTICLES OF SCHOOL APPARATUS; PRIZE BOOKS.

1. The amount expended for these purposes was \$16,832—*increase, \$4,927.* The number of maps of the World sent was 218—*increase, 14*; of Europe, 324—*increase, 63*; of Asia, 260—*increase, 36*; of Africa, 259—*increase, 70*; of America, 280—*increase, 28*; of Canada, 296—*increase, 73*; of Great Britain and Ireland, 401—*increase, 138*; of the Hemispheres, 219—*increase, 87*; of Classical and Scripture maps, 167—*decrease, 6*; other maps and charts, 339—*increase, 55.*

2. The number of globes sent out was 188—*increase, 53*; other school apparatus (different pieces), 1,946—*increase, 763*; number of sheets of object lessons, 12,746—*increase, 3,328*; number of volumes of prize books, 20,194—*increase, 8,105.*

#### SUPPERANNUATED COMMON SCHOOL TEACHERS.

The number of worn-out teachers who received aid in 1860, was 150. Of the 181 teachers whose applications for aid had been granted, 25 died, 3 were not heard from in reply to letters, 2 resumed teaching, and 1 withdrew from the fund. The average period of service of the remaining 150 is 21½ years, and their average age in 1860 was 66½ years.

#### EDUCATIONAL SUMMARY FOR THE YEAR 1860.

The total number of educational institutions of every description in Upper Canada reported was 4,379—*increase, 5*; the total amount expended in support of these institutions was \$1,448,448; adding balance on hand the total amount available was \$1,615,670—being an increase of \$20,862. But the total number of pupils returned as attending the Common and Grammar Schools was 320,358—*increase, 14,385*; and an increase of 208 students and pupils attending other institutions, inclusive of the Normal and Model Schools. The aggregate amount available for the support of the Common, Grammar and Normal Schools, Supperannuated Teachers, &c., (not including other educational institutions), during the year, was \$1,437,339—being an increase of \$7,034, thus showing an increase of \$13,828 on the amount expended in the support of other institutions.

#### GENERAL STATISTICAL ABSTRACT OF THE PROGRESS OF EDUCATION IN UPPER CANADA, FROM 1842 TO 1860, INCLUSIVE.

1. *Grammar Schools.*—The number of *Grammar Schools* in 1850, was 57; in 1860, it was 83. The number of pupils attending the

Grammar Schools in 1850, was 2,070; in 1860, it was 4,546; though many hundreds were excluded from the Grammar Schools in 1854 by the regulations, which required an entrance examination—*increased attendance in 1860 over 1850, 2,476.* As the present Grammar School Law did not go into operation until 1854, no Returns of the amount provided for the salaries of Grammar School masters exist earlier than 1855. The amount provided for the salaries of masters in 1855, was \$46,255; the amount provided for the same purpose in 1860, was \$64,005.

2. *Common Schools.*—The number of Common Schools in 1850, was 3,059; the number in 1860, was 3,969—*total increase, 910.* The number of *Free Schools* in 1850, was 252; the number in 1860, was 2,602—*total increase in the eleven years, 2,350.*

3. The whole number of pupils attending the Common Schools in 1850, was 151,891; the number of pupils attending them in 1860, was 315,812—*increase of 1860 over 1850, 163,921.*

4. The total amount paid for salaries of Common School teachers in 1850, was \$353,716; the amount paid for the same purpose in 1860, was \$895,591—*increase of 1860 over 1850, \$541,875.*

5. The amount expended for the building and furnishing of school-houses, libraries, apparatus, &c., in 1850, was \$56,756; the amount expended for these purposes in 1860, was \$264,183—*increase of 1860 over 1850, \$207,427.*

6. The total amount expended for all Common School purposes in 1850, was \$410,472; the total amount expended for these purposes in 1860, was \$1,159,774—*increase of 1860 over 1850, \$749,302.*

#### THE EDUCATIONAL MUSEUM.

1. Nothing is more important than that an establishment designed especially to be the institution of the people at large—to provide for them teachers, apparatus, libraries, and every possible agency of instruction—should in all its parts and appendages, be such as the people can contemplate with respect and satisfaction, and visit with pleasure and profit. While the schools have been so established and are so conducted as to leave nothing to be desired in regard to their character and efficiency, the accompanying agencies for the agreeable and substantial improvement of all classes of students and pupils, and for the useful entertainment of numerous visitors from various parts of the country, as well as many from abroad, have been rendered as attractive and complete as the limited means provided would permit. Such are the objects of the Educational Museum.

2. This Educational Museum is founded after the example of what is being done by the Imperial Government as part of the system of popular education—regarding the indirect as scarcely secondary to the direct means of training the minds and forming the taste and character of the people.\* It consists of a collection of school apparatus for Common and Grammar Schools, of models of agricultural and other implements, of specimens of the natural history of the country, casts of antique and modern statues and busts, &c., selected from the principal museums of Europe, including busts of some of the most celebrated characters in English and French history; also, copies of some of the works of the great masters of the Dutch, Flemish, Spanish, and especially of the Italian schools of painting. These objects of art are *labelled*, for the information of those who are not familiar with the originals, but a descriptive historical catalogue of them is in course of preparation. In the evidence given before the Select Committee of the British House of Commons, it is justly stated, "that the object of a National Gallery is to improve the public taste, and afford a more refined description of enjoyment to the mass of the people;" and the opinion is, at the same time, strongly expressed, that as "people of taste going to Italy constantly bring home beautiful modern copies of beautiful originals," it is desirable, even in England, that those who have not the opportunity or means of travelling abroad, should be enabled to see, in the form of an accurate copy, some of the celebrated works of Raffaele and other great masters; an object no less desirable in Canada than in England. What has been thus far done in this branch of public instruction, is in part the result of a small annual sum which, by the liberality of the Legislature, has been placed at the disposal of the Chief Superintendent of Education, out of the Upper Canada share of school grants, for the purpose of improving school architecture and appliances, and to promote arts, science and literature by means of models, objects and publications, collected in a Museum connected with this department.

3. The more extensive Educational Museum at South Kensington, London, established at great expense by the Committee of Her Majesty's Privy Council of Education, appears, from successive

\* See my Annual Report for 1857, in which there is a full detail of what is done in England in this respect.

Reports, to be exerting a very salutary influence, while the School of Art connected with it is imparting instruction to hundreds, in drawing, painting, modelling, &c. A large portion of the contents of our Museum has been procured with a view to the School of Art, which has not yet been established, though the preparations for it are completed. But the Museum has been found a valuable auxiliary to the Schools; the number of visitors from all parts of the country, as well as from abroad, has greatly increased during the year, though considerable before; many have repeated their visits again and again; and I believe the influence of the Museum quite corresponds with what is said of that of the Educational Museum in London.

VISIT OF HIS ROYAL HIGHNESS THE PRINCE OF WALES.

The visit of His Royal Highness the Prince of Wales to the Educational Department on 11th September, forms a very gratifying feature in the year's operations. His Royal Highness was accompanied by His Grace the Duke of Newcastle, Her Majesty's Principal Secretary of State for the Colonies,—His Excellency the Governor General, and a distinguished suite.

GENERAL REMARKS.—PROGRESS OF THE SCHOOL SYSTEM DURING TEN YEARS, FROM 1850 TO 1860, AS COMPARED WITH THAT IN THE STATES OF MASSACHUSETTS, NEW YORK AND PENNSYLVANIA.

The remarks which I made in my last Report in respect to the Normal and Model Schools and Museum, equally apply this year, and need not be repeated. The preceding references to the Statistical Tables show the general and steady progress of the Schools during last year. In my Report for 1857, I gave a practical and comparative view of the principles, working and results of the systems of elementary instruction in Great Britain, Ireland and Upper Canada. In my last Report I instituted a short comparison between the School Legislation and the results of the School System of New York and Upper Canada. I will conclude this Report by a brief comparative view of the progress of our School System during the last ten years and that of three of the oldest and wealthiest States of the American Republic, and those in which School Systems have been long established. I refer to the States of Massachusetts, New York, and Pennsylvania.

The following Statistical Table has been compiled from official School Reports and other public documents:—

Number of Schools.	Time of keeping School open. Months and Days.		Population.		Percentage of increase of Population.	Children.		Percentage of increase of children.	At School.		Percentage of increase of children attending school.	Moneys Raised.		Increase per cent.	
	1850.	1860.	1850.	1860.		1850.	1860.		1850.	1860.		1850.	1860.		
UPPER CANADA.															
3059	3969	9.11	10.18	952004	1394013	47	(from 5 to 16) 259258	(from 5 to 16) 373589	45	151891	315812	108	\$410476	\$1324272	222
MASSACHUSETTS.															
3749	4497	7.24	7.18	994514	1231500	24	(from 4 to 16) 215926	(from 5 to 15) 223714	4	182685	246419	35	\$871351	\$1465351	68
NEW YORK.															
11397	11650	8.00	7.3	3097394	3851563	24	(from 5 to 16) 735188	(from 4 to 21) 1315900	79	794500	867388	9	\$1766668	\$4300675	145
PENNSYLVANIA.															
8510	11577	5.00	5.5	2311786	2924500	27	No return.	No return.	....	424344	585669	38	\$955185	\$2619377	175

From the Statistics of the foregoing table the following facts are worthy of notice:—

1. While the populations of Pennsylvania, New York and Massachusetts have increased respectively during the ten years, 27, 24 and 24 per cent., that of Upper Canada has increased 47 per cent.

2. The basis of School population returns in Upper Canada has remained unchanged, being from 5 to 16 years of age, that of Massachusetts has been changed from 4 to 16 to 5-15 years, and that of New York has been changed from 5-16 to 4-21 years. No School population returns are made in the State of Pennsylvania. With this change in the basis of School population returns largely to the advantage of the State of New York and to the disadvantage of Massachusetts; the ratio of increase of School population in the State of New York, during the decade, is 79 per cent., in Massachusetts 4 per cent., in Upper Canada 45 per cent.

3. The difference in the increase of attendance at the Schools is very remarkable. During the ten years, that increase in Pennsylvania is 38 per cent., in the State of New York 9 per cent., in Massachusetts 35 per cent., in Upper Canada it is 108 per cent.

4. In regard to the school moneys, the increase for the ten years in Pennsylvania is 175 per cent.; in the State of New York, 145 per cent.; in Massachusetts, 68 per cent.; in Upper Canada, it is 222 per cent. It is also to be observed, that in those States large cities are included, with which we have none to compare, and in which very much larger sums of money are provided for school purposes, in proportion to the population, than in counties. In the City of New York alone, the sum of \$1,261,619\* (more than one-

fourth of that of the whole State) was expended in 1860 for school purposes. It is likewise to be noticed, that the greater part of the school moneys in these States (except Massachusetts) are provided from a permanent school fund and State taxes, while nine-tenths of the school moneys in Upper Canada are raised by the local Municipalities and Trustees. There is no State tax for school purposes, (beyond the comparatively small annual Legislative Grant) in Upper Canada. The working of our school system is chiefly with the local Municipalities and Trustees and not with the State.

5. The most remarkable difference in the development of School Systems, in the States mentioned and Upper Canada, is the greater length of time each year during which our schools are kept open, it being nearly twice as long as in Pennsylvania, and nearly three months longer than in the States of New York and Massachusetts.

6. In the three essential elements of school progress, the attendance of children at school, the length of the time the schools are kept open, and the increase of moneys provided for school purposes, Upper Canada has every reason of congratulation and encouragement. In these comparisons we have not referred to the comparative youth of our country or School System, or to our Normal School and Public Library Systems, and to the collections and facilities of our Department of Public Instruction to provide the schools with maps, apparatus, &c.; or to the examining and classifying teachers by County Boards according to a uniform standard, instead of their

\* EXPENSES OF THE NEW YORK CITY SCHOOLS FOR 1860.

For Teachers and Janitors in Ward Schools.....	\$703,928 70
Support of the Free Academy.....	47,728 53
Repairs to Free Academy.....	752 97
Support of Normal Schools.....	8,427 81
Support of Evening Schools.....	68,042 00
Repairs through the "Shop".....	10,335 43

Supplies for Ward Schools through the Depository.....	64,350 31
Rent of School premises.....	18,273 80
Salaries of Officers and Clerks of Board of Education.....	25,734 60
Incidental Expenses of the Board.....	15,995 04
Apportionment to Corporate Schools.....	29,298 37
Amount apportioned for special purposes, including erection of School-houses, repairs, &c.....	164,979 91
For pianos in Ward Schools.....	10,000 00
Miscellaneous.....	93,760 31
<b>Total.....</b>	<b>\$1,261,619 78</b>

being examined as well as employed by Trustees. In all these respects, the advantage is admitted by the most experienced educationists in the United States, to be on the side of Upper Canada.

We have borrowed some features of our School System from our American neighbours, and we have endeavoured to improve upon whatever we have borrowed. Their writings, legislation and proceedings have furnished us with many useful hints; and we have been much assisted by their noble example in the general education of youth. Our institutions have afforded us peculiar facilities to apply the principles of free government and self-reliance in the working and extension of our School System, and the British Canadian energy and patriotism of the people have achieved the results which place Upper Canada in so honourable a position in comparison with other countries, and which are conferring such priceless blessings upon her youthful population. May God grant that the success and progress of the past shall but symbolize the greater success and progress of the future!

## II. Papers on Practical Education.

### 1. THE PHILOSOPHY OF EDUCATION.

(From the *Educational Equipment of the Trained Teacher*. By the Rev. William Fraser, Paisley.)

It is now nearly three hundred years since, amid the deep gloom which the great plague cast over London, a goodly company sat dining in the quiet chamber of Sir William Cecil, Queen Elizabeth's principal secretary. Sir Richard Sackville, treasurer of the Exchequer; Sir Walter Mildmay, chancellor of the Exchequer; and the scholar Roger Ascham, with some others, were there, making, we are told, "a company of so many wise and good men together as hardly there could have been picked out again out of all England beside." "I have strange news brought me this morning," said Cecil, "that divers scholars of Eaton have run away for a beating." The topic of discussion thus raised and prosecuted with great animation was the science of mind in relation to public instruction. The discussion is lost, but the fruit remains in Roger Ascham's "Schoolmaster," in which profoundly philosophic thought blends with the plainest and most practical directions. Although this strong intellect and kind heart gave impulse then to one of the most important themes with which statesmen or philosophers, having in view higher national life, may grapple, the subject was for more than a hundred years left untouched.

Nor does it attract much attention until Locke in his well-known work at last shed new light on the subject, and Milton gave to it the radiance of his genius. Another long silence. For nearly a century and a half the literature of education is a blank. Is not this simple fact sadly suggestive as to the interest taken by the higher minds of the country in the condition of the people? "Even Locke and Milton," truthfully observes Mill, "though men of great benevolence towards the family of mankind, and both men whose sentiments were democratical, yet seem in their writings to have had in view no education but that of a gentleman." Not until the commencement of the present century was there any attempt to secure the establishment of public instruction on a scientific, that is, on a natural basis.

The great value of Locke's treatise arises from the author's accuracy and acuteness as a metaphysician, and his attainments as a medical student; he united a knowledge of the two physiologies, mental and bodily, and was thus highly qualified for educational expositions at once philosophic and practical. The field then entered on has yet been but lightly traversed by British writers. Discussions on metaphysics and treatises on the structure of the body almost daily abound, but metaphysicians write with too exclusive reference to psychology, and physicians write with too exclusive reference to the physiology of the body; the one is too spiritual, the other too material; we need fresh works like those of Locke and Abercromby, occupying the same relation to present knowledge which they did to that of their time, shedding a fuller light on the now extended mutual relations of physiology, psychology, and ethics, and expounding the best means of a complete culture, bodily, intellectual, and moral. Meantime, it is obviously your duty to glean from physiologists, metaphysicians, and ethical writers, such hints as may be of practical value for this purpose; let me refer you for scattered suggestions to Dr. Wilson's "Five Gateways of Knowledge;" Morell's "Elements of Psychology," especially chapters iii. and vi.; Locke's "Essay on the Human Understanding;" Reid's "Inquiry into the Human Mind," in which throughout he deals with the senses; Stewart's "Elements;" and Brown's "Philosophy of the Human Mind," from the first to the fifty-second lecture. I, of course, do not mean that you are to waste time and strength on "insoluble problems" and profitless transcendentalisms, but that you master those processes and laws of feeling,

thought, and habit, about which comparatively little discussion is raised, and that you may map out distinctly, and measure for yourselves, those ultimate principles on which the art of education depends. The study, though, at first, to some of you uninviting, and to all, fruitless in *materiel* for school-work, will ultimately prove invigorating and instructive, and bring its own rich rewards. There are other treatises which no accomplished trainer will leave unstudied, because connecting the strictly philosophical with the directly practical. I may specify Locke's "Thoughts on Education;" Richter's "Levana;" Pestalozzi's "Gertrude;" Stow's "Training System;" "Home Education," by Isaac Taylor. Many passages of great beauty and philosophic breadth lie scattered through the Inspector's "Reports," but the labor of searching through the blue books, in which they are entombed, reminds us of the toils for the buried treasures of Herculaneum and Pompeii. A volume of extracts from these reports has been published, containing many ennobling thoughts which will amply repay perusal, but many, perhaps still richer, have since been added, and should also be separately published.\*

But the best volume, guiding to a sound practical philosophy of moral training, is the mass of your own scholars. You must individually and closely study the character of each pupil. Mental life is seen in the school-room, moral character in the play-ground, bodily conditions in both; all must be closely examined, separately and in combination. The peculiarities of memory; the laws of suggestion by which facts and truths are associated and recalled; the processes of reasoning, whether slow or rapid; the presence or absence of imagination; the apathy, sensitiveness, or vigour of conscience; the coldness or excitability of the disposition; the nervousness, slowness, or passionateness of bodily temperament, and other evidences of life and character, must be closely and continuously scrutinized and weighed, in order to an effective training of the young entrusted to your care. It is only by the wide diffusion of such regular investigations, sympathized in and systematically sustained by the teacher himself, that uniform results and unquestioned generalizations may be obtained. The teacher's claim to recognition as a learned profession can never be honoured until they resolutely establish a scientific basis, or elaborate a higher philosophy of education, that will at least win respect for the scholarship, which supplies its elements, if not assent to the conclusions which it proclaims. The deep responsibility of your office, in connexion with its profounder studies, and its most ennobling applications in art, cannot be more distinctly unfolded than in this well-known passage:—

"There is another art, however, to which knowledge of the intellectual and moral nature of man is still more important—that noble art, which has the charge of training the ignorance and imbecility of infancy into all the virtue, and power, and wisdom of mature manhood—of forming, of a creature, the frailest and feeblest perhaps which heaven has made, the intelligent and fearless sovereign of the whole animated creation, the interpreter, and adorer, and almost the representative of the Divinity. The art, which performs a transformation so wondrous, cannot but be admirable in itself; and it is from observation of the laws of mind, that all which is most admirable in it is derived. These laws we must follow indeed, since they exist not by our contrivance, but by the contrivance of that nobler wisdom, from which the very existence of the mind has flowed; yet if we know them well, we can lead them, in a great measure, even while we follow them. And, while the helpless subject of this great moral art is every moment requiring our aid,—with an understanding that may rise from truth to truth, to the sublimest discoveries, or may remain sunk for ever in ignorance, and with susceptibilities of vice that may be repressed, and of virtue that may be cherished,—can we know too well the means of checking what is evil, and of fostering what is good? It is too late to lie by an indolent indulgence of affection, till vice be already formed in the little being whom we love, and to labor then to remove it, and to substitute the virtue that is opposite to it. Vice, already formed, is almost beyond our power. It is only in the state of latent propensity, that we can with much reason expect to overcome it, by the moral motives which we are capable of presenting; and to distinguish this propensity before it has expanded itself, and even before it is known to the very mind in which it exists,—to tame those passions which are never to rage, and to prepare, at a distance, the virtues of other years,—implies a knowledge of the mental constitution, which can be acquired only by a diligent study of the nature, and progress, and successive transformations of feeling. It is easy to know, that praise or censure, reward or punishment, may increase or lessen the tendency to the repetition of any particular action; and this, together with the means of elementary instruction, is all which is commonly termed education. But the true science of education is something far more than this. It implies a skilful observation of the past, and that long foresight of

\* Extracts from Inspector's Reports. Longman, 1864.

the future, which experience and judgment united afford. It is the art of seeing, not the immediate effect only, but the series of effects which may follow any particular thought or feeling in the infinite variety of possible combinations—the art often of drawing virtue from apparent evil, and of averting evil that may arise from apparent good. It is, in short, the philosophy of the human mind applied practically to the human mind; enriching it, indeed, with all that is useful or ornamental in knowledge, but at the same time giving its chief regard to objects of yet greater moment; averting evil, which all the sciences together could not compensate, or producing good, compared with which all the sciences together are as nothing.”—*Brown's Philosophy of the Human Mind.*

## 2. SPECIAL HINTS RESPECTING ARTICULATION.

The following points should be attended to with respect to articulation.

1. Let the class repeat a few words daily, loudly and distinctly, taking them promiscuously from the spelling or reading lesson, and let the attention, in such exercises, be wholly confined to the pronunciation of the words.

If there are any sounds that are incorrectly pronounced, words containing such sounds should be selected, and the repetition should be continued until the evil has been remedied.

2. Let every child open his *mouth well* when repeating the sound of a letter or word. The word or letter should be repeated three or four times in succession, before proceeding to another. This is necessary to form the habit.

3. The exercises should be gone through, first, simultaneously, then individually. The individual examination discovers if the pupils have individually mastered the sounds which they were capable of executing simultaneously.

4. Care should be taken that none but dental letters are sounded through the teeth; and in the enunciation of *s. th. etc.*, unless the tongue is in its proper position, the habit of lipping will be formed. It will be found that lipping, as regards the letter *s* or soft *e*, is occasioned by putting the tongue too far forward, and may be cured by carefully practising children in words beginning with *s*. Again, where they are apt to sound *s* like *th*, let them pronounce a word ending in *th*, as both, and then draw in the tongue, and shut the teeth, and they will pronounce *s* correctly. Lipping, and other faults are often occasioned by a *web* or *string* under the tongue, which may be removed by the physician's lancet.

5. See that they do not speak too fast, for defective articulation frequently arises from this habit. Time is not given for the organs to form the correct sounds, and habit confirms this false mode of proceeding. The great rule is—“Take time.”

*Deliberateness* or *slowness* is the medium between *hurry* on the one hand, and *dawdling* on the other, both of them faults of a grave character. The former produces a mass of crowded and confused words which make no distinct impression on the ear, and leave no intelligible trace on the mind; the latter causes the voice to lag lazily behind the natural movement of the mind's attention, with an unmeaning and disagreeable prolongation of sound, which takes away the spirit and the significance of speech. The degree of slowness required for an accurate and distinct enunciation, is such as to leave sufficient time for the true and complete formation of every sound of the voice, and for the deliberate and regular succession of words and syllables, but is free from any approach to languor and dawdling.

6. It is of the utmost importance that the prepositions, conjunctions, and articles should be clearly and distinctly repeated. Unless this be done, the terminal letters will be cut off, and the one word so run into the other, that it will be almost impossible to tell the words that are read.

7. The habit of opening the mouth well, articulating each syllable distinctly, reading slowly, and resting firmly on the consonants, if carefully attended to in the early stages of a child's education, will do away with that mumbling and indistinctiveness so prevalent in schools.

8. Every impediment in speech may be traced to the imperfect enunciation of the articulate sounds. There are some whose utterance appears as a cluster of unwieldy consonants, thrust forward with the utmost difficulty, and scarcely allowing one vowel to soften the tone and relieve the organs. Let those who have such impediments be taught to open their mouth, with the utmost freedom, in pronouncing the vowels. Let them acquire that full and graceful swell, which results only from the proper action of the lips, tongue, and jaw.

9. Others, who are not accustomed to expel their breath with the same freedom through their nostrils as through the mouth, pronounce the nasals *m, n, and ng*, very imperfectly, which produces that dull, disagreeable sound, which we call *speaking through the nose*. This term is, however, incorrect, because it is the defect of

not speaking through the nose which occasions that impropriety in articulation. The reader who does so should accustom himself to breathe solely through the nostrils by shutting his mouth. This practice will widen the cavity, and strengthen the muscles of the nasal passage.

10. Some can pronounce each of the articulations when taken separately, but when they are combined into certain words, and these words are in certain situations, they can hardly utter them, even after repeated efforts. They *stutter* or *stammer*, and this generally takes place at the letters *t, p, h, b, d, or g*, in certain positions. “*Stammering* is caused by attempting to speak with *empty lungs*. The method of cure then is, to keep the lungs well filled, to draw frequent long breaths, to speak loud, and to pause on the instant of finding embarrassment in the speech, taking a long inspiration before going on again.”—*Graham's Art of Reading.*

## 3. VOCAL MUSIC IN SCHOOLS.

The effect of music is proverbial. In a school it has a tendency to promote cheerfulness and to help discipline. It also furnishes a very pleasant relaxation from study. Wherever it has been faithfully and systematically tried, with well qualified instructors, it meets with general commendation. To unite in singing at the opening of a school seems to compose the mind and fit it for study; and to sing at the close of the school, when the perplexities and duties of the day are over, tends to allay all irritable feeling; to unite hearts; to bring rays of sunshine to clouded countenances, and make the associations of the school-room pleasant and inviting. \* \* \* These, and other considerations, favor the cultivation of vocal music in our schools. It has been found by experience in many places that such cultivation, judiciously managed, promotes rather than hinders advancement in other branches.”

Now, it may not be in the power of every town to furnish a separate teacher for this department; we would therefore suggest to our fellow teachers, and especially to young teachers and those pupils in our higher schools who expect to enter the profession, whether, at no distant day, our school officers may not expect of them the ability to instruct, to a certain extent, in the art of music. As the character of our schools improves, and their standard of excellence becomes more and more elevated, as we trust it is fast becoming, will not even a thorough and systematic instruction in music, especially in vocal music, be not only desired but demanded? It is rather our duty as teachers to qualify ourselves in advance of the demand, and thus labour ourselves to elevate the standard than to remain content even before the popular idea of excellence, and finally be forced up to it by sheer necessity, or be dropped out of the foremost ranks.—*P. S. in Maine Teacher.*

## III. Papers on Religious Education.

### A PLEA FOR SUNDAY SCHOOLS.

“And these words, which I command thee this day, shall be in thy heart: and THOU SHALT DILIGENTLY TEACH THEM TO THY CHILDREN, and shalt talk of them when thou sittest in thine house and when thou walkest by the way, and when thou liest down and when thou risest up.—DEUT. vi. 6, 7.

THE Sub-Committee on Sunday Schools, of the St. James' Young Men's Christian Association of Toronto, (with the concurrence of the Clergy and Teachers of the Schools,) affectionately desire to present to parents and others, the following brief extracts in favour of Sunday Schools, from a recent work by the Rev. Dr. TYNG. This eminent Christian Minister is Rector of St. George's Church, in the City of New York. At the request of a friend, he has lately published a most valuable work, entitled “*Forty Years' Experience in Sunday Schools.*” This book is filled with an interesting detail of personal experience in these schools, and is interspersed with numerous illustrative examples of the power of God upon the youthful heart, and of the signal fruits of Sunday School instruction in the after-life of the scholars. Feeling that testimony so clear and decisive from so distinguished a source would far outweigh anything which the Sub-Committee could themselves urge, in favour of the incalculable advantages of Sunday School instruction, they submit the following extracts to the prayerful consideration of the parents of children connected with the congregation of St. James' Cathedral, in

\* For list of Music books, sheets and requisites, see Journal of Education for last February, page 32.

this city, with a view to induce them to send their children to the Sunday Schools. Out of so large a congregation, it is to be regretted that so many children are kept back from the advantages of instruction in these "Nurseries of the Church," and from that intimate religious association of pastor and parent, of teacher and child, so conducive to the vitality and growth of personal and social religion, and of those benevolent religious principles and feelings which underlie all the noble Christian enterprises for the advancement of Christ's kingdom, which are the glory of our own times. Dr. Tyng says:

"Forty years' active interest and intelligent consideration connected with our Sunday Schools, have convinced me more and more of their value and efficiency as an instrument of blessing to the Church of God," p. 26.

Remarking upon the practical value of Sunday School teaching, he says:—"I desire to record my testimony as the result of my whole experience, that, in my judgment, there is no department of Christian labour more vitally influential upon the triumphs of the Gospel—more remunerative in its immediate results of blessing to the soul engaged—more effective in maintaining and enlarging the best interests of the Christian Church and the most efficient operation of the Christian ministry," pp. 27, 28.

"When I survey the actual results of blessing which I have witnessed under this one great head, I have much reason to bear my testimony that God has never failed to bless his Word, thus faithfully ministered, in some degree. I certainly have never seen the fulness of these spiritual fruits which I have desired. Yet I have not been without frequent proofs of the love and presence of God as a Saviour among us in the conversion of our children. In the thirty-one years during which I have now been a city pastor, and personally connected with large schools, I have received to the Lord's table over three hundred youth of both sexes, directly from the Sunday School. And I have no doubt I might with equal truth add two hundred more, uniting with us from the resulting influence of previous Sunday School instruction," pp. 30, 31.

"But apart from these absolute advantages of spiritual knowledge, we confer benefits in our Sunday Schools of immense value, and to be considered secondary only in comparison of the first and highest of all blessings to man. We gain the affections of children on the side of the gospel, and its institutions and instruction. Everything connected with religion assumes an attractive and agreeable aspect, and approaches them under a new and most subduing form. The love and kindness of a faithful teacher kindle a glow of personal affection and tenderness, sometimes hardly second to any other. To be the object of constant affectionate approach and address—to hear the language of tenderness and friendly salutation only and always, awakes a living and often an entirely new spirit in a youthful mind." "How often have I known a dying child exclaim, 'Oh! send for my teacher; I want to see my teacher,'—and this in repeated cases of even infant scholars, supposed too young to have derived deep and lasting impressions from this relation," pp. 51–53. "Now, I say it is all but an infinite blessing thus to attract the youthful affections around the Sabbath and the study of the Word of God. Public worship and the privileges connected with the sanctuary are thus imbedded in the youthful habits and tastes," p. 54.

"Now, teachers can trace this influence and its effects in every Sunday School in our land, in which the Word of God is simply and faithfully taught. And it is an influence only to be gained in Sunday Schools. *Domestic religious teaching can never confer these agreeable associations to the church, the pastor, or the Sabbath.* On the contrary, the most earnest of Christian parents have always found the family Sabbath work a hard work—and the Sabbath family teaching a wearying teaching. Well do we, who passed our youth with only the teachings of a Christian home, realize this," pp. 55, 56. "There are needed, for the best instructed, all the additional facts of provision which our Sunday Schools have given us—not to supplant, but to supplement domestic teaching, and the care and nurture of a Christian home. And the wisest Christian parents now fully understand this. The attempt to create a rivalry or antagonism between parental

domestic teaching and the teaching of the Sunday School, is evidence to us only of ignorance of the subject. The one may give the advantages of solitary religious teaching: the other engrafts upon this, and adds to this the social benefits and opportunities of pleasant religious relations and religious influences in association. Accordingly, the perfect scheme and the perfect operation are only to be found in the combination of the two, I have had the contrast in families equally under my pastoral care. And I have sadly felt the impossibility of gaining the affection of children whom I had with me in no other relation than the family. Many families I have seen who were fixed in the sentiment that the Sunday School was not needful for their children, and that even greater benefits would be lost by sending them thither. The simple result has been, that these children, though in some cases belonging to Christian parents, and, I believe, conscientiously instructed at home, have grown up free from any influence of mine, or of the ministry, or of desire therefor, and, as a rule, voluntary strangers in maturity, to the blessings of a day and a Church which they had never been accustomed to love in their youth. I have mourned over this error, with exceeding sorrow—longing to see every child and youth in the Church in actual, constant connection with blessings which I have been perfectly convinced could elsewhere never be supplied. I would entreat Christian parents to feel and to consider rightly upon this subject; and, while in their prayers and efforts at home and in secret, they seek for the highest spiritual welfare of their children, to perceive and acknowledge how blessed and valuable is that helpful agency which the good providence of God has prepared for their aid and success in the Sunday School. Here are advantages in which they are vitally interested. Let them adopt them, and seek a divine blessing upon them, for their own households, rejoicing in their connection with churches and ministers, where such faithful teaching is arranged, and privileges so precious for youth are prepared," pp. 56–59.

## 2. THE DUTY OF PARENTAL RELIGIOUS INSTRUCTION.

Jehovah said to his ancient people, the Jews, "These words which I command thee this day, shall be in thine heart; and thou shalt teach them diligently unto thy children, and shalt talk of them when thou sittest in thine house, and when thou walkest by the way, and when thou liest down, and when thou risest up." This command made it binding on them to instruct their children in the truths of God, and surely no one will say it is less so with us, to whom this injunction is now addressed; to whom Jehovah has so much more perfectly revealed his will, and who have been made the recipients of richer blessings. To us He has made known truths of the most instructive character, which are admirably adapted to engage, to elevate, and guide the youthful mind.

Search all the books that are provided to interest and instruct the young, and amidst the almost innumerable multitude, you will find none that will compare with the Word of God. Its biographies of the wise and good are inimitably simple, comprehensive, and beautiful. Its examples of the different results of virtue and vice are strikingly adapted to affect the heart. Its histories are unequalled, and such as cannot be found in any uninspired book. Its moral precepts and narratives enlist the conscience, and illuminate the soul. And its profound doctrines, such as the creation and the fall of man; the character and work of Jesus; the evil and the consequences of transgression; the necessity for repentance and regeneration; the way of justification by faith, and meetness for heaven; the solemnities of judgment; the immortality of the soul; the eternal punishment of the wicked, and the endless happiness of the righteous;—these are worthy of an angel's powers, and yet they are so presented as to be within the comprehension of a child; and when simply illustrated, and pointedly applied, they will deeply engage and impress the youthful mind.

Whatever is necessary to lead a child to purity and vigour of thought—to goodness and amiability of temper—to integrity and disinterestedness of action—to high and holy aims—and to happiness and usefulness on earth, with eternal glory in heaven—is found in the invaluable Word of God. It is the divine storehouse of all that is interesting and precious—of all that is adapted to mould and sanctify the character of man.

With such a volume, so divinely adapted to renew the soul, nothing could be more reasonable or just than the command for

parents to instruct their children in its truths. It is, in fact, an expression of Divine kindness; for, so keen and inquisitive are the perceptions of children—so quick and tender are their susceptibilities—and so strong and lasting are their impressions—that such instructions will leave an indelible impress on their souls. They cannot, whatever may be the character of their subsequent lives, be entirely forgotten; but they will exert a restraining, if not a governing influence.

Parents, in fulfilling this requirement, you bless both your children and yourselves. You fortify their minds against the seductive snares of sin; you surround them with moral barriers, which, through the grace of God, will be impenetrable to all the temptations of Satan; and you prepare them to record with gratitude, in after days, your lessons, and to utter their fervent blessings on your memories.

A distinguished minister said, a few years since, respecting the instructions of his mother—"To this moment I recall the soft, kind manner of a mother, who early left her orphan child for a brighter and more congenial scene. Even now my mind turns to its perplexity, when 'I thought as a child.' I can renew my objection, and urge my doubt, and still do I seem to hear her gentle voice, to gaze on 'the meek intelligence of those dear eyes,' while she checked the improper sentiment, and relieved the painful apprehension. Her instructions are as deeply traced on the memory as her features, and as easily recalled as her tones. She told me why the Saviour must die, though the Father was pleased to forgive; and from her I learnt the rudiments of that sacred science, which, with all my neglects, I have never, from that hour, refrained to cultivate, or forborne to pursue. It may be weak to say it, but if I can claim any theological taste or store, I owe it all to her. Feeble is the tribute I can pay to her excellence, nor had it been obtruded, but to illustrate the principle of domestic instruction.

Parents, go and do likewise. Say not you do not possess the knowledge, for in the Bible you have vast stores of heavenly wisdom. Say not you are unprepared for it, for attention will soon fit you for its appropriate discharge. Say not that they are religiously instructed in the Sabbath-school, for this will never relieve you of the obligation to meet their spiritual wants. Say not that you have not time, for this is even more important than working for their daily bread. This respects their duty both to God and man. It concerns their bodies and their souls. It relates to their present and eternal interests. It will, with the blessing of the Holy Spirit, secure to them the favour of Jehovah, and invest them with invaluable and eternal wealth. If you have not yet commenced the discharge of this hallowed duty, begin to-day. If you have never studied the precious Bible for this purpose, be persuaded, by the love you bear your offspring, and the solicitude you feel for their welfare, to begin *now*. They need the bread of life, and God has commanded you to feed them with it. Oh, do not withhold from them this indispensable boon. Do not, with the means of spiritual nourishment in your hands, let them sink to everlasting death. Be not the instruments of their ruin. Gather them around you, and read to them the lessons of holy truth. Speak to them, with affection and earnestness, of the will of God. Urge them to obey it. Commend them in solemn prayer to Him, and you will soon find the exercise a blessing to yourselves and to them.—H. J., in *British Mothers' Journal*.

### 3. EARLY RELIGIOUS CULTURE: OBJECTIONS CONSIDERED.

Some think it a small and trivial matter to instruct children in the Bible. They think they are incompetent to understand it, and that the place they occupy in society is not so important as to make them the subjects of such particular attention. But such views are entirely fallacious. Children are not incompetent to understand the Bible. The bible is a book beautifully adapted to the expanding powers of the human mind, in its *youthful state*. It awakens the religious susceptibilities; it presents the knowledge of God, and excites sentiments of devotion; and it impresses the duty of obedience to divine authority. Children early get some correct idea of God's power, wisdom, goodness and mercy. They learn who created, and who upholds all things; from whom they derive their being, and upon whom they are dependent for life, health and every earthly blessing. They learn the fact of their possessing a sinful nature, and the need of the renovating, restraining, and guiding influence of the Holy Spirit upon their hearts. They are capable of understanding the necessity of prayer, not as a formal service, but as a religious act; and they are capable of understanding all their moral duties, which are here distinctly set forth—such as obedience to parental authority, domestic concord, truth, justice, mercy, and forgiveness.

These things cannot be learned too early; the sooner they have possession of the mind the better, and the more likely it will be that

they become permanently settled there. Every one of these truths comes within the range of the youthful intellect. By acquiring them every right feeling is stimulated; and it is the early development of the religious feelings and moral sentiments that prevents the inroad of evil thoughts and corrupt practices. Let these once gain possession and they will be likely to maintain their ascendancy; for evil thoughts and feelings hold their sway with an unyielding tenacity, as they find a secure lodgment in the native depravity of the human heart. Parents cannot, then, be too early in instilling divine truth, nor must they remit the performance of this duty, for "an enemy" is always waiting an opportunity to sow the seeds of every vice and will improve whatever time they allow him.

As to the other objection, that the place children occupy in society is not so important as to make them the subjects of such particular attention, I have given form to this objection, that its impropriety might be distinctly seen. It does not need to be discussed. We need but to think in how few years those who are now in the period of youth will attain to manhood. They who are now young will soon give direction to the manners, and morals, and the religion of the land. See, then, the beauty of inspired wisdom in the teaching of Moses, to "command your children to observe to do all the words of this law. For it is not a vain thing for you; because it is your life." (Deut. xxxii. 46, 47.) The perpetuity of all that is good depends upon it. Ah! how soon will a moral death-blight fall upon the land, if the children are neglected? The progress in every thing that is good, depends on our rearing up a wiser and better generation than that which now is.

It may be true that we cannot make them perfect; the depravity of the human heart forbids us to hope for this. But shall we neglect what we can do, on that account? This is the excuse of a man who learns nothing, because he cannot know every thing; it is the excuse of a man who lays up nothing because he cannot become rich. But even this obdurate element of the human heart has not the power to withstand the divine agency of the Holy Spirit, which is promised in answer to our prayers, to give success to our efforts. This is the way we are to expect religious sentiments to spring up in the mind; this is the way we are to nurture and strengthen those principles upon which depend purity of heart, propriety of conduct, domestic peace, social order, salutary laws, and good government. They all have their origin in the Bible; and does not all temporal prosperity which is conducive to real happiness, spring from the existence of these principals? Surely, then, "it is no vain thing; it is for your life," that these duties be faithfully performed.

But some may be discouraged because they accomplish so little—because their progress is so slow, and their work is to be continued so long. But is not all permanent growth advanced by the same process? Is it not the constant accumulation of minute particles that rears the stately tree and fills the majestic river? The most perfect works of art in painting, statuary, poetry, and architecture, are the production of skill and long continued perseverance. Labour and care are necessary for almost every thing that is good. There are but few valuable fruits and grains that spring up spontaneously from the earth; they must have cultivation. Let us not, then, be discouraged or think it a waste of time, though our progress is slow, and sometimes difficult. You cannot perceive the growth of the grain from one day to another; but yet there is growth, and a ripe maturity, when the season for it arrives. Let us, then, not distrust the laws of God's providence in sowing the seed of divine truth, nor weary in our work. "In due season," we shall reap a rich and bounteous harvest from that field of the human heart, if it is well cultivated through the period of its early youth.—REV. J. M. VAN BUREN, in *British Mothers' Journal*.

### 4. A CHILD'S FAITH.

"I'll come! I'll come!" A little girl of eight years was speaking,—not to us, but to some one we could not see.

We were sitting by her bedside, gazing upon a scene which only parents can appreciate. We knew, though we could not see him, that an angel was there waiting till the silver cord should be loosed which bound the precious treasure to our hearts and our home on earth.

Perhaps he had whispered to her that he was commissioned to take her back to Him who had lent her to us, and this might have been her reply.

"Where will you come?" asked her mother. She opened her eyes, gazed around but made no answer. "Will you come to Jesus? Where is he?" "In heaven." "Oh yes, I've prayed to him;" and so she had. A few minutes before, she had crossed her little hands on her breast, and looking up to heaven, her countenance radiant with the light which seemed to be streaming on it from thence, she said, "O Lord Jesus Christ, make me like thee, and take me to dwell with thee when I die."

With the same confiding love with which she had often made re-



quests to her father, which she knew he would delight to grant, she gave this holy desire wings, and sent it up to her Father in heaven, and quietly her soul rested in the belief that this great matter was all settled. And this was true. Before she lay on that bed of sickness, she had mourned over her sins, and sought forgiveness through Christ, and now, with faith and confidence, she had committed her soul to him, and she knew he would keep it.

She turned gently on her side, placed one little hand under her head, clasped a little handkerchief with the other, and laid it on her breast, gazed for an instant fondly on those she had so dearly loved on earth, whispered their names,—then closed her eyes, and the angel took her in his bosom; and as he bore away from us one of the fairest flowers of earth, we could almost hear her sweet voice singing, as she vanished from our sight, the song which had been on her lips for months:—

"Do not detain me, for I am going  
To where the streamlets are ever flowing!  
I'm a pilgrim, and I'm a stranger.  
I can tarry, I can tarry but a night."

—*The Child at Home.*

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Upper  Canada.

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\*. Parties in correspondence with the Educational Department will please quote the *number* and *date* of any previous letters to which they may have occasion to refer, as it is extremely difficult for the Department to keep trace of isolated cases where so many letters are received (nearly 1,000 per month) on various subjects.

## MODEL GRAMMAR SCHOOL FOR UPPER CANADA.

In filling up the vacancy which has occurred in the Rectorship of the Model Grammar School for Upper Canada, the Council of Public Instruction determined to select a Rector from the most distinguished and successful grammar school teachers of the country. The appointment has therefore been offered to the Rev. William F. Checkley, A.B., T.C.D., Head Master of the Barrie Grammar School, and has been accepted by him. Mr. Checkley has also been appointed one of the Inspectors of Grammar Schools, and one of the Examiners of Candidates for Grammar Schoolmasterships, in place of his predecessor in office.

Since 1857, Mr. Checkley has sent from the Barrie Grammar School twice as many pupils to the Toronto University who have obtained Scholarships at Upper Canada College, though the Barrie Grammar School has received less than a thirtieth part of the public aid which has been received by the U. C. College. Many pupils have been sent to Mr. Checkley's school from Toronto itself, as well as from other parts of the Province. It appears that before the establishment of the Model Grammar School, Mr. Checkley had introduced its chief excellencies into his own school. As a colonist by birth and early education, as an earnest and affectionate friend of youth, as a scholar and most successful grammar schoolmaster, Mr. Checkley, with the aid of able colleagues, will devote his best energies (being now only thirty-seven years of age) to the perfection of the Model Grammar School, in sympathy with the Grammar Schools and Grammar School System of the country. Steps will be immediately taken to give effect to one of the great public objects of the Model Grammar School, namely, to afford the same facilities for the practical training of masters and assistant masters for Grammar Schools as are now afforded, for the training of Common School Masters.

It is to be remarked, that the residents of all the Counties

and Cities in Upper Canada have an equal right to the Model Grammar School—three applications from each having the priority over all others in filling up the prescribed number of one hundred pupils.

The next Term of the Model Grammar School will commence Monday, the 16th September. Applications for admission, or for further information, to be addressed to the Chief Superintendent of Education.

## COURSE OF INSTRUCTION IN THE MODEL GRAMMAR SCHOOL FOR UPPER CANADA.

In establishing the Model Grammar School, the Council of Public Instruction had a twofold object in view: To exhibit the best system of Grammar School organization, discipline, and teaching; and to train Masters and Assistant Masters for the Grammar Schools of the Province.

A successful commencement has been made towards accomplishing the former of these objects. It is now proposed to perfect what has been begun as a Model Grammar School, and to make it effective as a Training Institution.

It is to be remarked, that the residents of all the Counties and Cities in Upper Canada have an equal right to the Model Grammar School—three applications from each having the priority over all others in filling up the prescribed number of one hundred pupils.

### REGULATIONS FOR STUDENTS WHO INTEND TO BECOME GRAMMAR SCHOOL TEACHERS.

1. No fees will be charged to Students admitted in this department; and each Student, if approved at the end of each term, may be assisted during one year to the amount of a dollar per week towards the payment of his board.
2. Each Student must sign a declaration of his intention to become a Grammar School Teacher in Upper Canada.
3. Graduates of Universities in Her Majesty's dominions will be admitted without examination, and be aided by such instruction and practice as may qualify them for the special duties of organizing, teaching, and managing a Grammar School, and will receive a certificate and aid accordingly.
4. A Student who is not a graduate of some University in Her Majesty's dominions, must be at least twenty years of age, and must pass an entrance examination in the subjects for matriculation in Arts, in the Provincial University. These subjects are as follows:

#### *Greek and Latin Languages.*

Xenophon's Anabasis, B. 1. | Virgil, Æneid, B. 2.  
Sallust, Catilina. |  
Translation from English into Latin Prose.

#### *Arithmetic, Algebra, and Geometry.*

Ordinary Rules of Arithmetic. | Extraction of square root.  
Vulgar and Decimal Fractions. |  
First four Rules of Algebra (Colenso's Algebra.)  
Euclid, B. 1. (Colenso's Edition of Simson's.)

#### *Modern Languages.*

English Grammar.

#### *History and Geography.*

Outlines of English History to the present time. (White's  
History of Great Britain and Ireland.  
Outlines of Roman History to the death of Nero. (Schmitz's  
Manual of Ancient History.)

Outlines of Grecian History to the death of Alexander.  
(Schmitz's Manual of Ancient History.)  
Schmitz's Outlines of Ancient Geography.  
Outlines of Modern Geography.

He will receive instruction in all the subjects required by law, to qualify him for the Mastership of Grammar Schools; as also in the best methods of teaching and managing Schools. Each Student on his leaving the School will receive, if approved, a certificate from the Rector, in addition to his legal certificate of qualifications from the Committee of Examiners, according to his attainments and merits.

Applications for admission to the Model Grammar School, whether as ordinary Pupils or as Students in Training, are to be addressed to the CHIEF SUPERINTENDENT OF EDUCATION.

#### REGULATIONS FOR ORDINARY PUPILS.

The course of study extends over five years, and embraces all the branches of education contemplated by law to be taught in the Grammar Schools. It will be sought, however, to secure thoroughness rather than great variety in the instruction given; and no pupil will, on any account, be promoted from a lower to a higher class until he is perfectly competent to proceed with it in every subject of study.

The qualifications for admission are: That the candidate shall at least be nine years of age, and shall pass a satisfactory examination in Reading, Spelling, Writing, Arithmetic (to Simple Proportion), the outlines of Geography, and English Grammar,—the basis of all instruction in languages.

Pupils will be admitted at the commencement of any term; but Junior Pupils should enter in September, in order to join the new class annually formed in that month.

One hundred pupils only will be received, as this number is deemed sufficient for the objects of the Institution; and it is desired that the Masters should pay that attention to the character and habits of individuals, which would be impossible in a larger School.

The discipline will be strict and parental. It will aim at the prevention rather than the correction of irregularities; and seek to influence by motives of religion, honour, and self-respect,—not of fear. Personal neatness will be insisted on; and every effort will be made to induce a high tone of feeling, and to cultivate openness and manliness of conduct among the pupils.

In addition to a spacious and lofty hall, with appropriate class-rooms, the School-house possesses a well-furnished Library and Laboratory, together with the necessary lavatory, ante-rooms, &c. The furniture is of the most recent and approved description.

The Play-ground is large, and contains an excellent Gymnasium, with two covered Sheds, which afford ample room for exercise in bad weather.

Each parent will be informed monthly of the conduct and progress of his child in all his studies.

#### TERMS AND ADMISSION FEES.

There are four Scholastic Terms in the year, as follows:—

**WINTER TERM**—From the 7th of January to the Thursday before Easter.

**SPRING TERM**—From the second Monday after Good Friday to the fourth Friday in July.

**SUMMER TERM**—From the end of the long Vacation to the 31st of October.

**AUTUMN TERM**—From the 1st of November to the 22nd of December.

#### The following are the Admission Fees :

For one Pupil—*Ten* dollars per term, payable in advance.  
For two Brothers—*Eight* dollars each per term, ditto.  
For three or more Brothers—*Six* dollars each per term, ditto.

These fees are payable at the Education Office, before admission to the School.

The Rector has provided excellent accommodation in the immediate vicinity of the School, for the reception of a limited number of Boarders. He has also engaged the services of a Resident Master, to *aid* in giving them *individual instruction* during the hours of morning and evening study.

Pupils will also be allowed to board in any private family, at the request of their parents.

#### NOTICE TO GRAMMAR SCHOOL MASTERS.

The vacations in the Model Grammar School have been altered, so as to allow an opportunity to Grammar School Masters of visiting the School during their own vacations.

#### NOTICE TO CANDIDATES FOR GRAMMAR SCHOOL MASTERSHIPS.

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

#### Committee of Examiners :

THOMAS J. ROBERTSON, M. A.,	<i>Chairman.</i>	
The Rev. WILLIAM ORMISTON, D.D.		} <i>Inspectors of Grammar Schools in Upper Canada.</i>
The Rev. WILLIAM F. CHECKLEY, A.B.		
The Rev. JOHN AMBERY, M.A.		
JOHN HERBERT SANGSTER, M.A.		

#### SUBJECTS OF EXAMINATION OF CANDIDATES.

(Not being University Graduates)

#### FOR MASTERSHIPS OF COUNTY GRAMMAR SCHOOLS IN UPPER CANADA,

Prescribed by the Council of Public Instruction for Upper Canada, as required by the thirteenth section of the Upper Canada Consolidated Grammar School Act :

“No person (except a graduate of some University) shall be appointed Master of a Grammar School unless he has previously obtained a Certificate of Qualification from a Committee of Examiners (one of whom shall be the Head Master of the Normal School) appointed by the Council of Public Instruction.”

In terms of this proviso, it is—

*Ordered*,—That Candidates for Masterships of County Grammar Schools to be examined as to their knowledge of, and ability to teach, the subjects and books, or portions of books, in which the Senate of the University of Toronto requires candidates to be examined for honors and scholarships at matriculation in any College affiliated with that institution, as contemplated by the twelfth section of the Consolidated Grammar School Act;\* which subjects are as follows :

\* The following is the twelfth section of the Grammar School Act referred to :  
“In each County Grammar School, provision shall be made for giving, by a teacher or teachers of competent ability and good morals, instruction in all the higher branches of a practical English and Commercial Education, including the Elements of Natural Philosophy and Mechanics, and also in the Latin and Greek Languages, and Mathematics, so far as to prepare Students for University College, or any College affiliated to the University of Toronto,—according to a programme of studies

## GREEK AND LATIN LANGUAGES.

Xenophon, Anabasis, B. I.	Ovid, Fasti, B. I.
Homer, Iliad, B. I.	Translation from English into Latin prose.
Homer, Odyssey, B. IX.	Translation from English into Latin verse.
Sallust, Catilina.	
Horace, Odes, B. I.	
Virgil, Æneid, B. II.	

## MATHEMATICS.

*Arithmetic, Algebra, and Geometry.*

Ordinary Rules of Arithmetic.	Simple and Quadratic Equations. (Colenso's Algebra.)
Vulgar and Decimal Fractions.	
Extraction of Square Root.	Euclid, Bb. I. II. III. IV. (Colenso's Edition of Simson's.)
Proportion and Progression. (Colenso's Algebra.)	

## MODERN LANGUAGES.

*English.*

English Grammar. | Composition.

*French.*

Grammar. | Voltaire, Histoire de Charles XII.

## HISTORY AND GEOGRAPHY.

White's Outlines of English History to the present time.  
Schmitz's Outlines of Roman History to the death of Nero.  
Schmitz's Outlines of Grecian History to the death of Alexander.  
Schmitz's Outlines of Ancient Geography.  
Outlines of Modern Geography.  
English History under the Houses of Tudor and Stuart.  
Geography of the British Empire, including her Colonies.

## ELEMENTS OF NATURAL PHILOSOPHY.

*Mechanics.*

The composition and resolution of statical forces.  
The simple machines (mechanical powers).  
The centre of gravity.  
The general laws of motion, and describe the chief experiments by which they may be illustrated.  
The law of the motion of falling bodies.

*Hydrostatics, Hydraulics, and Pneumatics.*

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

*Acoustics.*

The nature of sound.

*Optics.*

The laws of reflection and refraction.  
The formation of images by simple lenses.

*Astronomy.*

Motion of the earth round its axis and round the sun; with applications of these motions to explain the apparent movements of the sun and stars, the length of days, and the change of seasons—explanation of eclipses and the moon's phases.

## ELEMENTS OF CHEMISTRY.

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

and general rules and regulations to be prescribed by the Council of Public Instruction for Upper Canada, and approved by the Governor in Council. And no Grammar School shall be entitled to receive any part of the Grammar School Fund which is not conducted according to such programme, rules, and regulations."

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

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

The Atmosphere—its general nature and condition; its component parts. Oxygen and nitrogen—their properties. Water and carbonic acid—proportions of these substances in the air.

Chlorine and iodine, as compared with oxygen.

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

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

Sulphur, phosphorus, and carbon generally.

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

Alkalies, earths, oxides generally.

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

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

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

## TO CORRESPONDENTS.

The publication of the kind and complimentary letter of the "Rev. J. G. A.," is, for obvious reasons, deemed inexpedient.

The poetic lines of "J. H.," Listowell, are scarcely suitable for our columns. They seem to lack the true poetic fire. "*Poeta nascitur non fit.*"

## CONSTITUTION, BYE-LAWS, AND RULES OF ORDER OF THE TEACHERS' ASSOCIATION OF CANADA WEST.\*

## PREAMBLE.

The objects of this Association are: 1st. To secure the general adoption of the most approved systems of imparting instruction; 2nd. To secure the improvement of our text-books, or the adoption of others more suitable to the wants of the country; 3rd. To enlarge the views of teachers, and stimulate their exertions for the advancement and diffusion of knowledge; 4th. To encourage the frequent interchange of ideas and kindly intercourse among the members of the profession throughout the country.

## CONSTITUTION.

ARTICLE I. *Name.*—This Association shall be styled "The Teachers' Association of Canada West."

ARTICLE II. *Members.*—Any lady or gentleman engaged in any department of instruction, Members of the Council of Public Instruction, Members of County Boards of Instruction, Superintendents of Schools, Editors of Educational Journals, and ex-Teachers, shall be eligible to membership.

Application for admission to membership shall be made, or referred to the Board of Directors, or such Committee of their own members as they shall appoint; and all who may be recommended by them, and accepted by a majority vote of the members present, shall be entitled to the privileges of this Association, upon paying one dollar, and signing the constitution.

Upon the recommendation of the Board of Directors, any person may be elected as an honorary member by a majority of the members present, (the vote to be by ballot), and as such shall have all the rights of a Regular Member, except those of voting and holding office.

There shall be an annual fee of one dollar; if any member shall omit paying this fee two successive years, his or her connexion with the Association shall cease.

A person eligible to Membership, may become a life member by paying at once, Ten Dollars.

ARTICLE III. *Officers.*—The Officers of this Association shall be a President, six Vice-Presidents, a Secretary, a Treasurer, and one

\* From a Pamphlet received at the Department.

Councillors, for each County represented in the Association. The Councillors for each County shall be appointed by the County Teachers' Association of the various Counties where these exist. These Officers, all of whom shall be elected by ballot annually, a majority of the votes cast being necessary for a choice, shall constitute the Board of Directors, and shall have power to appoint such Committees as they shall deem expedient.

The President shall preside at all meetings of the Association and of the Board of Directors, and shall perform such other duties, as by custom devolve upon a presiding officer; he shall also enjoy the customary privileges of presiding officer. In his absence, the 1st Vice-President in order who is present, shall preside; and in the absence of all the Vice-Presidents, a pro tempore Chairman shall be appointed on nomination, the Secretary putting the question.

The Secretary shall keep a full and just record of the proceedings of the Association and of the Board of Directors; shall give public notice of the meetings of the Association and of the Board of Directors, shall conduct such correspondence as the Directors may assign; and shall have his records present at all meetings of the Association and of the Board of Directors. In his absence a Secretary pro tempore shall be appointed.

The Treasurer shall receive and hold in safe keeping all moneys paid to the Association; shall expend the same in accordance with the votes of the Association or of the Board of Directors; and shall keep an exact account of his receipts and expenditures, with vouchers for the latter, which account he shall render to the Board of Directors prior to each regular meeting of the Association; he shall also present an abstract thereof to the Association. The Treasurer shall give such bond for the faithful discharge of his duties as may be required by the Board of Directors.

The Councillors shall have equal power with the other Directors in performing the duties belonging to the Board.

The Board of Directors shall have power to fill all vacancies in their own body; shall have in charge the general interests of the Association; shall make all necessary arrangements for its meetings; and shall do all in their power to render it an useful and honorable Institution.

**ARTICLE IV. Meetings.**—A meeting of the Association shall be held annually in the first week of August. The place and the precise time of meeting shall be determined by the Board of Directors.

The Board of Directors shall hold their Regular Meetings two hours before the time of the assembling of the Association, and immediately after the adjournment of the same. Five of the Board of Directors shall form a quorum for business. Special Meetings shall be held at such times and places as the President shall determine, on the recommendation of twenty members. The President shall have power to call a meeting of the Board whenever the interests of the Association may seem to demand it.

**ARTICLE V. By-Laws.**—By-Laws not inconsistent with this Constitution, may be adopted by a two-thirds vote of the Association.

**ARTICLE VI. Amendments.**—This Constitution may be altered or amended at a regular meeting by the unanimous vote of the members present, or by a two-thirds vote of the members present, providing that the alterations or amendments have been substantially proposed at a previous regular meeting.

#### BY-LAWS.

**I. MEETINGS.**—At the Public Meetings of this Association twenty members shall form a quorum.

#### II. DEBATES, ESSAYS, &c.

1. All questions proposed for debates shall be delivered to the Secretary in writing for the approval of the Board of Directors.

2. Theological questions of a sectarian nature shall not be introduced or discussed at any meetings.

3. Each speaker in a debate shall be allowed fifteen minutes; the leaders shall be allowed five minutes at the close for a reply; five minutes shall be allowed for each reading, and twenty-five minutes for an Essay.

4. The question debated at each meeting shall be decided by a majority of the members present.

5. The Lectures for each Public Meeting shall be appointed by the Board of Directors, and at least six months before the time of such meeting.

#### RULES OF ORDER.

1. The president shall preserve order and decorum, decide questions of order and endeavour to conduce all business before the Association to a speedy and proper issue.

2. The following shall be the order of business at the Annual Meetings: (1) Meeting opened with prayer; (2) Roll of officers called; (3) Reading of minutes; (4) Reading of communications; (5) Reports of committees; (6) Election of members; (7) Essays or Lectures; (8) Readings; (9) Debates; (10) New business; (11) Election of officers; (12) Adjournment.

3. The Association may at any time by a majority of votes alter the order of business.

4. On a point of order being raised while a member is speaking, the member speaking shall at once take his seat; the point of order shall then be stated by the members objecting, and the Chairman shall without further debate decide thereupon, stating the rule applicable to the case without argument or comment.

5. No motion shall be put from the chair unless submitted in writing except a motion to adjourn, to lay on the table, or of the previous question.

6. Without the permission of the Chairman no member shall speak when there is no motion before the Association.

7. No member shall speak to a motion until it has been delivered to the Chairman in writing, with the names of the mover and seconder thereon, the mover shall then have the first, and the seconder the second right of speaking to such motion.

8. No amendment to a motion can be received after an amendment to an amendment, nor any motion unless for the previous question to lay on the table, or to adjourn simply.

9. A motion to adjourn simply shall take precedence of all motions and amendments; a motion to lay on the table, of all except to adjourn; a motion for the previous question, of all except to adjourn or lay on the table.

10. The yeas and nays upon any question shall be recorded on the minutes when called for by five members.

11. When a member intends to speak or submit a motion, he shall rise in his place, and respectfully addressing the chair, confine himself to the question and avoid personalities.

12. Should more than one member rise to speak at the same time, the Chairman shall at once, and without appeal, determine who is entitled to the floor.

13. Members shall have the privilege of speaking twice on any question, but not oftener, without the consent of the association; and no member shall speak more than once until every member wishing to speak shall have done so.

14. If any member shall feel aggrieved by the decision of the chair, he may, except as provided in Rule 12, appeal from such decision to the Association. The President shall thereupon put the question thus: "Shall the decision of the chair be sustained?"

15. All questions, unless otherwise provided for, will be decided by a majority of votes.

16. The previous question shall be put in this form: "Shall the main question be now put?" If this be carried, no further motions, amendments, or debates shall be permitted, but the main question put without delay.

17. The following questions shall not be debateable: 1st. To adjourn simply; 2nd. To lay on the table; 3rd. The previous question.

18. No amendment to minutes shall be allowed after their adoption, and no resolution to expunge any part of them shall have any other effect than the erasure of the record; nor shall any motion to expunge be in order until after a motion for their adoption.

19. A motion to adjourn simply shall always be in order, except: 1st. When a member is in possession of the floor; 2nd. When members are voting; 3rd. When an adjournment was the last preceding motion; 4th. When it has been decided that the previous question shall be put.

20. No alteration shall be made to these rules except at the annual meetings, when a rule may be suspended for that meeting by a two-thirds vote.

21. These Rules of Order shall also, as far as possible, apply in Committee of the Whole.

#### OFFICERS.

The following are the officers of the Association elected for the ensuing year: *President*—The Rev. Dr. McCaul, University of Toronto. *Vice-Presidents*—Arch. McCallum, Hamilton; J. B. Boyle, London; Wm. Anderson, Toronto; J. H. Sangster, Toronto; Thomas McKee, Oshawa; Thomas Nixon, Newmarket. *Secretary*—J. W. Acres, Paris. *Treasurer*—Robert Alexander, Newmarket. *Councillors*—J. Robins, Ontario; Adam Anderson, Middlesex; Adam Morton, Peel; R. McShea, Hastings; Angus Hay, Stormont; J. Breckenridge, Halton; Jas. McFarlane, Brant; E. R. Young, Northumberland; R. W. Young, Wentworth; Geo. Rose, York; Gregg Henderson, Carlton; William Kidd, Wellington; T. Stafford, Perth; H. G. Taylor, Lambton; A. H. Brown, Elgin; W. H. Rowse, Durham.

A man who covers himself with costly apparel, and neglects his mind, is like one who illuminates the outside of his house and sits within in the dark.

The road ambition travels is too narrow for friendship, too crooked for love, too rugged for honesty, and too dark for science.

## V. Extracts from the Canadian Press.

### 1. OUR PUBLIC SCHOOLS.

The Common School system in the United States possesses, in common with our public schools in Canada, some very objectionable features. Without referring to the question of cost, we now regard, as we always have regarded, the keeping of young children in school some six hours a day as injurious. This, however, is but trivial compared with the practice universally adopted of making little children learn lessons out of school. This is little short of barbarous. Children need all the recreation they can get before and after school hours; and in many cases, the parents, who are in poor circumstances—and it is for this class of persons that the Common Schools are designed—require to get some assistance from their children after school. We are glad to find *Hall's Journal of Health* for September alluding to this matter. It says:—

"To some of the features of the public schools of New York City there are strong objections. It is nothing short of barbarism to keep children at study from nine until three, many of whom are but four or five years old. This enormity is palliated somewhat by recreations or bodily activities every forty-five minutes; still, it would be greatly better for children under ten not to be kept at study longer than two hours at a time, twice a day, and to have nothing at all to learn in the intervals of school time. Not only are they kept in six hours a day, but have such a variety and length of lessons to learn at home that play or rest is out of the question, except between three and five o'clock, when it becomes too late to be out in winter; and in these two hours they have to come home and take their dinners, having in reality but a single hour out of the twenty-four for joyous out-door play. And when it is remembered that of a winter's morning breakfast cannot be over sooner than eight o'clock, and at half-past eight they must start for school, the conviction must force itself on the mind that, to some children at least, it is a species of martyrdom.

"The true system is, let the children learn while they are in school, some four hours a day; but when out of school let not the hours of glorious play be half blighted by constant thought of the unlearned task. But even here there is some apology for the course pursued. The unfortunate poor cannot afford to be without the services of their children later than twelve or fourteen, and all the education they ever get must be had before that time; hence they must be driven some. Under the circumstances, we advise those who are better off in the world to discourage the "promotion" of their children, and by taking them from school about the first of June, allow their class to pass up higher, while they remain to go on in the regular line, with the long interval from June to September for a perfect *abandon* of recreation in the country.

"We earnestly trust that 'reception days' and 'public examination days' will be universally abolished; they are nothing but a sham; they are literally a vain show; they glorify the teachers at the sacrifice of the health and time and enjoyment of the children, who are unwholesomely stimulated, and to an extent sometimes which perils life itself."—*Leader*.

### 2. ONE LINK MORE.

It is the proud boast of every Canadian that facilities for procuring a sound education are within the reach of the humblest of our fellow citizens. We have our Common Schools, our Grammar Schools, our Colleges, our Universities, our Public Libraries, our Mechanics' Institutes; and with these advantages adapted to the necessities of all, it would seem as if the machinery was complete for raising our people, educationally, to the standard of older countries. And no doubt we have a right to boast of our Educational Institutions. Our Common School system is the rival if not the envy of most of the long-tried systems of Europe; our Grammar Schools are most efficient; our Colleges and Universities are as industrious in competing for scholastic pre-eminence, as they are energetic in agitating for the countenance or increase of government support; whilst our Mechanics' Institutes, nurtured in their infancy by an indulgent foster mother, have at length been compelled, somewhat unfeelingly perhaps, to dispense with a nurse's care, and to commence the battle of life, prematurely exposed to trials, and in momentary danger of sinking under the effort of precocious development.

Our business, however, in the present article is not with any of these, but rather to suggest to our fellow townsmen that a link is still wanting to the full completion of our educational advantages,—a link which, we believe, it would not be difficult to establish and work successfully.

We have long been of opinion that facilities should be afforded, in all our towns, of acquiring some knowledge of subjects which are not usually taught in schools, and cannot be well included in our Mechanics' Institute lectures. We refer more particularly to the natu-

ral sciences, such as Chemistry, Geology, Botany, Elementary Mechanics, Astronomy, &c., though the subjects might be extended beyond these; and we feel confident that men could be got from amongst ourselves not only ready to co-operate in maturing some plan by means of which facilities for instruction would be afforded in these sciences, but willing to assist in getting an elementary course of lectures suited to the capacity of the young. True, it may be said that this ought to be the province of Mechanics' Institutes as such; and so it is perhaps in the abstract, but if the Institute lectures are to be attended, as hitherto, by all classes in the community, they must continue to be what they have been in the past,—mere incentives to literary lounging, and scientific dissipation, than an attempt at systematic and accurate training in the elementary principles of any science. And so they must of necessity continue to be as long as they are attended by a miscellaneous audience who go more for relaxation and amusement than for instruction or information of any kind.

What we would propose, then, would not interfere in the least with the lectures in connection with the Mechanics' Institute, but would rather serve as a connecting link between the Institute and the Grammar School. A course of elementary lectures on such subjects as we have mentioned, prepared with a view to simplify the subjects and impart instruction suited to the capacity of the young, would enable and stimulate our young people to read something more instructive than a newspaper or a novel, and would cause many a book to be taken out of the Mechanics' Institute library which at present is seldom opened, or when opened, seldom read with profit and pleasure. The universal taste for light reading is owing to the fact that the subject matter is always easily understood; and in order that scientific books may be as readable as novels, the elementary principles of the subjects must first be familiarly comprehended; and this is what we should like to see attempted in an elementary course of lectures for the young during the coming winter. If this matter be considered worthy of further attention we shall willingly insert communications from parties interested in the subject.—*Port Hope Guide*.

### 3. TEACHERS SHOULD VISIT SCHOOLS.

In all the departments of human exertion decided progress has been made, and two elementary operations have always been present: Comparison and Emulation. It seems to be a natural law that elevation and advancement can be made only by these two means. In most of the departments, this can be easily understood; but in *teaching*, its correctness is yet doubted by many, very many, who do not know or try practically. If the artist desires to elevate himself into the higher sphere of knowledge of painting or of sculpture, he unhesitatingly sets off for France, Greece, Italy, or some other country that abounds with the fine arts. He there visits such places as contains the production of the most eminent masters of ancient and modern times. He there looks upon the paintings of a Raphael, and sees the excellence that challenges his exertions; or he beholds the almost breathing marble of Powers, and feels something beckoning to him from the height of human genius. He observes many things superior to his own productions, and there springs up in his breast a desire to equal or excel them. Without this comparison, all progress would stop. The mind ceases to toil when it can find nothing more excellent or superior than its own work. The necessary stimulus is wanting. This is equally applicable to all the branches of industry. That mechanic is best who endeavors to make himself thoroughly acquainted with the works of the best men of his profession; and that one is worst who knows nothing about what others have done. These remarks are no less true of the *School Teacher*. As long as he remains shut up in the school room, comparing himself to no one but himself, just so long does he make little or no progress. Unlike any other profession, teaching offers few or no facilities for any individual engaged in it to see how others go to work in the school room. And yet there is no profession that has a greater necessity for availing oneself of the practical experience of others.

Teachers may, by reading, gain the manner in which other distinguished educators conducted the exercises of the school room; but of little avail. Nothing can take the place of a visit in person to another teacher's room. There are thousands of little things that may thus be learned of which no book can give an account, nor can it be imparted to the inquirer by conversation. If a teacher desires to elevate himself in his profession, he must necessarily visit some of his brethren who are successful; he must go into the school house and see how every lesson is conducted, see how the different scholars take their places in the classes to which they belong, how they walk along the floor, whether they have a heavy elephant tread, or one so light and silent as not to disturb a sick man's slumber; he must observe whether the pupils are kind and pleasing to one another and to their teacher, and are orderly in all their proceedings. Some teachers have a way of making everything go on smoothly, regularly, and neatly, in their school room, of

which others could make themselves masters did they but go and see how it was done. Some teachers will look a school into order, others will do it by a word, others by a smile, and others by a frown. Some have the faculty of making a recitation very lively and interesting; others very dull and tiresome. To see a thorough teacher—a successful teacher—before his class, and hear him conduct an exercise, is of more real value to any teacher than reading whole volumes of lectures on teaching.—J. H. B., in the *Woodstock Times*.

## VI. Biographical Sketches.

### No. 19.—LORD HERBERT OF LEA.

We learn, with deep regret, that Lord Herbert of Lea, died on the 2nd ult., at his seat at Salisbury. It was only the other day that the noble lord, conscious of increasing feebleness, returned from the Continent, whither he had gone in the vain hope of recovering his strength. The deceased peer, better known as Mr. Sidney Herbert, was the second son of the eleventh Earl of Pembroke, and was born in 1810. He entered Parliament in 1832, as member for South Wilts, and attached himself to the Conservative party. His views, however, became gradually more liberal, and he was one of the devoted band who stuck to Sir Robert Peel through all the vicissitudes of the latter part of that distinguished statesman's career. He held office under Sir Robert Peel, and also in the governments of Lord Aberdeen and Lord Palmerston. He was Secretary for War up to within a few days of his death, but he had for some time been labouring under a most painful disease. In the present year he was elevated to the peerage, in the hope that freedom from the laborious duties of member of the House of Commons would restore him to health; but, unhappily, the anticipation was not realised, and the country has now to regret the loss of an able statesman. He is succeeded in his title and estates by his eldest son, a boy eleven years of age. In "Men of the Time," we read: "Mr. Sidney Herbert married, in 1846, the daughter of Major-General Ashe à Court C. B.; and this lady has greatly distinguished herself by her humane and patriotic exertions in providing succour for the sick and wounded soldiers in the war in the East. Mr. Sidney Herbert must also be remembered for his active philanthropy in bettering the condition of the working classes by means of emigration upon an extensive scale. He was a most accomplished scholar, a man of refined taste, and a munificent patron of the arts and sciences; and in close proximity to his princely seat at Wilton, Salisbury, was erected, in 1843, at his sole expense, a beautiful Romanesque or Lombardic Church, the finest specimen of that style of architecture in England."

### No. 20.—EARL OF TRAUQUAIR.

The death of the Earl of Traquair has just taken place at Traquair House, Peebleshire. His lordship, eighth Earl of Traquair, was in his eighty-first year, and had been for some years in feeble health. He is the last in his line of a very old branch of the Royal House of Stuart. The title, we presume, now becomes extinct. The estates were at the disposal of the deceased, but their destination is not yet known. The earl succeeded his father in 1827, and has almost continuously resided in retirement, amounting to seclusion, at Traquair House, which is believed to be one of the oldest inhabited houses in Scotland. The magnificent avenue leading to the house remained entirely grass grown and unused after the death of the earl's father, the late peer having made a resolution never to pass through it after it had been traversed by the funeral procession. The great staircase and entrance to the mansion were for the same reason kept religiously closed. His lordship was a strict adherent of the Roman Catholic faith. He bore the character of being a good landlord. His lordship was never married.

### No. 21.—MADAME CATHERINE HAYES BUSHNELL.

The *Times* remarks:—"In recording the death of Catherine Hayes, at the early age of forty years, we have not merely to condole with her warm-hearted compatriots, who saw no fault in anything she did, who applauded her foreign and worshipped her national song, but with the British public, who have lost a favorite, and one in an eminent degree entitled to be regarded as a true and earnest artist. In private life the departed lady owned none but enthusiastic partisans; for we believe no professor of the musical art ever reflected more social honor on her calling. Her career extended over some 20 years and upwards, during which she studied in Ireland under Signor Sapio, in France under Signor Manuel Garcia, and in Italy under Signor Felice Ronconi. Her public performances abroad were commenced, we believe, at Marseilles. From Marseil-

les she proceeded to Milan; from Milan to Vienna; thence to Venice and other Italian towns. In 1849 she came to London with a first-class continental reputation; and few amateurs can have forgotten the flattering reception accorded to her when she appeared (with Mr. Sims Reeves) in *Linda di Chamoune*, at the Royal Italian Opera. After two years in Great Britain, Catherine Hayes went to the United States, visited California, the Sandwich Islands, and subsequently Australia and India. In these distant regions the fame she had acquired in England was turned to profitable account, and everywhere 'triumphant,' she realized a handsome fortune. On her return to England she sang at the concert presided over by the late M. Julien at Her Majesty's Theatre; and since that period she has made tours in the province, especially in Ireland, where her way may be said, without exaggeration, to have been paved with gold and strewn with flowers. She was married in 1857, to Mr. Bushnell, who had been her secretary throughout, and had manifested the most disinterested zeal for her interests. The happiness of the pair were not of long duration, for Mr. Bushnell died shortly afterwards in the Pyrenees, of a rapid consumption. She had some years been a widow when she was herself called away, leaving behind a name alike respected, in public and in private. She died at Sydenham, after a short illness, resulting, as we understand, from the breaking of a blood-vessel."

The *Morning Post* adds that Catherine Hayes was born at Limerick in the year 1823, of parents in a respectable, though not exalted station in life. Her musical abilities were very early developed, and Dr. Knox, the then Bishop of Limerick, took a great interest in the young vocalist.

### No. 22.—WILLIAM LYON MACKENZIE, Esq.

W. L. Mackenzie, Esq., died in this city, on the 28th of August, 1861. Mr. Mackenzie was born at Springfield, Dundee, Forfarshire, Scotland, on the 12th March, 1795. His father, Daniel Mackenzie, dying twenty-seven days after his only child was born, his mother was left a widow with slender means of subsistence. The circumstance of his being an only child, and being indulged by his mother with a great deal of his own way, doubtless had an important influence upon his character in after life. He was a favourite with his school teacher, Mr. Kinnear, of Dundee, from whom he received more than an ordinary share of attention. About the age of 17 he went into mercantile business, to which he added a circulating library, in Ayleth, not far from Dundee. He afterwards went to England, where he was for some time in Lord Lonsdale's employment, as clerk. Before starting for this country he also spent some time in France.

It was in 1820 that Mr. Mackenzie first came to Canada. For a short period after his arrival he was employed as Superintendent of the Lachine Canal, but it was not long before he went into partnership with Mr. John Lesslie, now of Dundas, in Toronto, in the book and drug trade. Soon after, the partners established a business at Dundas, under the name of Mackenzie & Lesslie. The business succeeded remarkably well in both cases. The connection closed, however, early in 1823. And now it was that Mr. Mackenzie entered on the stormy sea of politics; but towards the close of his life he often expressed dissatisfaction at his abandonment of mercantile for political life. On the 18th May, 1824, appeared the first number of the *Colonial Advocate*, very much in the shape of old Cobbett's *Register*, and containing thirty-two pages. The form was, however, altered to the broad sheet in the second or third number. The *Colonial Advocate* was at first issued in Niagara, in the house now occupied by Mr. David Thorburn. The *Colonial Advocate* soon fell under the displeasure of the ruling party, and a bitter newspaper quarrel between Mr. Mackenzie and some prominent members of the official party, led in 1826 to the violent destruction of the *Advocate* printing office, and the types cast into the bay. At this time the paper was printed at Toronto; but it was probably not known to the rioters that the last number of the paper which it was intended to destroy had already been published. As the act was done in the face of day, the perpetrators of it were known, and damages were recovered against them, on the case being brought into a Court of Justice. The *Colonial Advocate*, instead of expiring in 1826, as it would, if left to itself, continued to be published till 1833, when the press and types were sold to Dr. O'Grady.

The press riot had another effect, the reverse of what was intended; for in 1823 he was elected to the House of Assembly for the County of York. In his newspaper, Mr. Mackenzie had used language towards the majority in the Assembly, which that majority chose to regard as libellous, and they resolved to punish the representative for the act of the journalist. The alleged libel consisted of describing [the majority as sycophants fit only to register the decrees of arbitrary power. It was treated as a breach of privilege: on that ground the expulsion proceeded, and an attempt was made

to render Mr. Mackenzie incapable of sitting in the Assembly. His re-election could not, however, be prevented; and as often as he was expelled (five times) he was re-elected; once when he was absent in England. At last it was attempted to punish the constituency which had persisted in re-electing the expelled member, and the Assembly refused to issue a writ for a new election. These arbitrary proceedings of the Assembly finally evoked the decided condemnation of the Imperial Government. The period during which the County of York was left without a representative, from this cause, extended from 1831 to 1834. On one occasion the re-election of Mr. Mackenzie was followed by a demonstration of menacing character against the Assembly. A large escort conducted him to the Assembly to take his seat. Strangers were ordered to be excluded from the galleries, but the doors of the Assembly were burst open, and the order of exclusion set at defiance by the people.

In May, 1832, Mr. Mackenzie proceeded to England, bearing a petition of grievances to the Imperial Government, said to have been signed by 19,000 persons. He remained there for a period of eighteen months, and obtained a patient hearing at the Colonial Office, and the result of his interviews with Lord Goderich was a long and elaborate dispatch from that nobleman, laying down for the guidance of the Canadian Government principles that would effect great reforms and get rid of many of the grievances complained of. His exertions procured the removal of some of the officials who held the first places in the Government, and caused instructions to be sent to the Lieutenant Governor to appoint one member at least of the popular party to a Governmental office. To himself a most tempting offer was made by the Colonial Secretary. The Post Office in Upper Canada, then under Imperial control, yielded about \$60,000 a year, and the whole of the revenue went into the pocket of the Postmaster. Lord Goderich proposed to divide this office, and give Mr. Mackenzie half the spoils. The latter replied that if he accepted the offer he certainly should benefit himself individually, but that the abuse of which he was sent to complain would still be continued. He therefore declined to accept the offer. It was at the instance of the Colonial Secretary that Mr. Mackenzie's stay was protracted to eighteen months in England, in order that an opportunity might be afforded to discuss the various questions on which the popular party in Upper Canada had complained to the Imperial Government. Perhaps it was his success on this occasion that caused Mr. Mackenzie to the close of his life to believe that our political movements could be best influenced by the application of a leverage power in Downing-street; an error which arose from his not making due allowance for the change which our system of Government has undergone. He had been anxious to make a second journey to England, and he was firmly convinced that if he were there he could produce changes as great as those which resulted from his previous visit. His idea of course included the being armed with a monster petition from the people. On his return from England, Mr. Mackenzie received an abundance of thanks; but he thought himself entitled to be re-imbursed the expense of the journey.

From first to last, Mr. Mackenzie was elected to the Legislature of Upper and of United Canada fourteen or fifteen times, and was defeated once. This was in the election of 1836.

The first Mayor of Toronto—chosen in 1836—he was also one of the first magistrates ever elected in Upper Canada. Before the passing of the charter under which he became Mayor of Toronto, elective magistrates were unknown in the Province.

Of the insurrection in which Mr. Mackenzie bore so prominent a part, in 1837 and 1838, it is impossible within the limits of our space to treat. He has always said that he was led into it by the urgent entreaties of the Lower Canadians, and he has left behind him documents in which he frankly confesses the error of the part he played, and expresses regret for the course he was induced to take. But even the rebellion, with all its evils, was not without its incidental advantages. It awakened the attention of the Imperial Government to the monstrous abuses of the oligarchical system which had previously existed, and brought about a beneficial change sooner than it could otherwise have occurred. Few men have paid more dearly for an error than Mr. Mackenzie did in this case. His life was spared, it is true; but if the whole story could be told, it is very doubtful whether one person in a hundred would consider life desirable upon such conditions. Under the Van Buren administration he was sentenced to eighteen months' imprisonment for a breach of the neutrality laws of the United States, and he was actually kept in close confinement for twelve months at Rochester.

Ruined by the confiscation and sale of his property in Canada, and unable to use his exertions for the benefit of his family, he was made to taste the bitter draughts of poverty. His aged mother, who had attained her ninetieth year, died while he was debilitated by intermittent fever in prison; and it was only by resorting to a legal stratagem, and through the intervention of the father of "Grace Greenwood," that he was permitted to see her at all before she

expired. While in Monroe County prison at Rochester, Mr. Mackenzie was shot at through the window. This is only one of the many attempts that at various times were made upon his life, and where they were so numerous it is surprising that he escaped. Mr. Mackenzie never took root in the United States. He was not at home there; he was an exile. He found foreigners looked upon with suspicion, and excluded from nearly all the offices in the gift of the Federal Government. He was long anxious to return to Canada before the issuing of the amnesty which enabled him to do so. He had a suspicion, whether well founded or not, that some even among his old colleagues and associates were anxious to prevent his return. This notion was probably not without its influence upon his course after he entered public life in Canada. He published a journal both at New York and Rochester, entitled *Mackenzie's Gazette*, and he was for a considerable time connected with the *Tribune*. The amount of labor that he performed, as correspondent of that journal, was prodigious; quite enough to have given occupation to almost any other three men. He burned the midnight oil and prematurely consumed his own vitality.

After his return to Canada in 1850 he offered as a candidate for the first constituency—Haldimand—that became vacant. He opposed and beat Mr. Brown, who ran on the Government interest. He continued to hold his seat in the Legislative Assembly till 1853, when he resigned. He attached himself to no party, and though he was generally in the Opposition, he attended no Opposition caucuses, and entered into no party engagements.

It is now all but universally conceded that, however erroneous his views, Mr. Mackenzie did everything from a thoroughly honest motive, and in the belief that it was best for the country. He was no trading politician or office-seeker, and the best test of his political virtue is that he resisted the most alluring temptations when he thought their acceptance would be contrary to the interests of the public. His most intimate friends best know the value he set upon political honesty, and how deep and utter was his detestation of a tendency to dishonesty or corruption.

A few years ago a public subscription was set on foot to provide funds for the purchase of a "Mackenzie homestead." The net visible result was chiefly expressed in a house which cost, we believe, £950, though owing to some misunderstanding, some £1,500 of what was subscribed, was never collected.

Mr. Mackenzie married, in 1822, Isabel Baxter, sister of Mr. George Baxter, at Kingston, who, when master of the Royal Grammar School of that place, educated many of the men who have since held some of the most prominent positions in public life. In his darkest fortunes she was always at his side; whether amidst the chill snows of Navy Island or in the drear gloom of the Rochester prison. Mr. Mackenzie leaves seven children; only two of whom are married.

For some months past Mr. Mackenzie had been perceptibly failing in health, though perhaps no one who had watched him most closely was aware six weeks ago of the extent to which the disease had gone. For several months he had been suffering under an almost entire loss of hearing, and his complaint of pains in the head was frequent—symptoms of the incipency of that organic disease of the brain of which he ultimately died. His great ambition appears to have been to bequeath a name which should be free from the suspicion of corruption or selfishness; and in that we think it will be generally admitted he has succeeded.

The Mayor and members of the City Council manifested their respect to the memory of Mr. Mackenzie—the first chief magistrate of Toronto—by attending his interment in their corporate capacity.—*Abridged from the "Leader."*

#### No. 23.—THE HON. EDMUND MURNEY.

The late Edmund Murney, who departed this life on Thursday, August 15th, 1861, was the second son of Henry Murney, Esq., of Kingston, was born in Kingston, on the 11th of Nov., 1812, and consequently was 48 years, 9 months and 4 days of age when he died. He was educated in Upper Canada College, acquired the knowledge of law in the office of Marshall S. Bidwell, Esq., at Kingston, and was called to the Bar at Osgoode Hall in 1834. He commenced practice in Belleville, and for years dedicated himself to his profession, ranking first among his professional associates. His eloquence and ability soon gave him a position, and at the early age of 24, we find him elected a member of the Provincial Parliament. At the period he entered the Legislature the political horizon was clouded with great and coming events, and opened an appropriate field for the exertions of a strong mind and powerful speaker. Mr. Murney first entered Parliament in 1836, when he was elected with Mr. Manahan, in opposition to Messrs. Yager and Reynolds. This Parliament was the last in Upper Canada. The first election that took place after the Union of the Provinces was in 1841. Mr. Murney was again the candidate on the Conservative interest, but

the Hon. Robert Baldwin, who was then Solicitor General for Upper Canada, defeated Mr. Murney by 37. In 1842 another election took place, and Mr. Murney was again the Conservative candidate, Mr. Baldwin now holding the office of Attorney General. This time Mr. Murney was elected by a large majority, but the Returning Officer made a Special Return, and the House refused to give him his seat because there had been a riot, and a new election was ordered by the House. In 1843, Mr. Joseph Canniff was selected as the candidate in the Reform interest to oppose Mr. Murney, but Mr. Murney defeated him. In 1844, difficulties arose between the late Lord Metcalfe and his Cabinet, and the House having been dissolved, he was again elected against H. W. Yager, Esq. This Parliament lasted till 1848, when a new election was held, and Mr. Murney was defeated by Mr. Flint. But in 1851 Mr. Flint was defeated, and Mr. Murney once more became the representative of the County. Before another election was held, the County was divided into two Ridings, and Mr. Murney defeated Mr. Benjamin for the North Riding. In 1857 he became a candidate for the Trent Division, resigned his seat in the Lower House, and was elected to the Upper House, defeating Mr. Short, of Peterboro'. He was a member of this branch of the Legislature at the time of his death.

## VII. Miscellaneous.

### 1. OUR OWN BROAD LAKE.

BY THE LATE THOMAS MCQUEEN.

We cannot boast of high green hills,  
Of proud, bold cliffs, where eagles gather,—  
Of moorland glen and mountain rills,  
That echo to the red bell'd heather.  
We cannot boast of mouldering towers  
Where ivy clasps the hoary turret—  
Of chivalry in ladies' bowers—  
Of warlike fame, and knights who won it—  
But had we Minstrel's Harp to wake,  
We well might boast our own broad lake !

And we have streams that run as clear,  
O'er shelvy rocks and pebbles rushing—  
And meads as green, and nymphs as dear,  
In rosy beauty sweetly blushing—  
And we have trees as tall as towers,  
And older than the feudal mansion—  
And banks besprent with gorgeous flowers,  
And glens and woods, with fire-flies glancing,  
But prouder—loftier boast we make,  
The beauties of our own broad lake !

The lochs and lakes of other lands,  
Like gems, may grace a landscape painting,  
Or where the lordly castle stands,  
May lend a charm when charms are wanting,  
But ours is deep, and broad, and wide,  
With steamships through its waves careering.  
And far upon its ample tide,  
The bark its devious course is steering ;  
While hoarse and loud the billows break,  
On islands of our own broad lake !

Immense, bright lake ! I trace in thee,  
An emblem of the mighty ocean ;  
And in the restless waves I see  
Nature's eternal law of motion ;  
And fancy sees the Huron Chief,  
Of the dim past, kneel to implore thee—  
With Indian awe he seeks relief,  
In pouring homage out before thee ;  
And I, too, feel my reverence wake,  
As gazing on our own broad lake !

I cannot feel as I have felt,  
When life with hope and fire was teeming ;  
Nor kneel as I have often knelt .  
At beauty's shrine, devoutly dreaming ;  
Some younger hand must strike the string,  
To tell of Huron's awful grandeur,  
Her smooth and moonlight slumberings,  
Her tempest voices loud as thunder,  
Some loftier lyre than mine must wake,  
To sing our own broad, gleaming lake !

### 2. LOCKING UP THE TOWER OF LONDON.

Few persons are aware of the strictness with which the Tower of London is guarded from foes without and treachery within. The ceremony of shutting it up every night continues to be as solemn and as rigidly precautionary as if the French invasion were actually afoot. Immediately after "tattoo" all strangers are expelled ; and the gates once closed, nothing short of such imperative necessity as fire or sudden illness can procure their being re-opened till the appointed hour the next morning.

The ceremony of locking up is very ancient, curious and stately. A few minutes before the clock strikes the hour 11—on Tuesdays and Fridays 12—the head Warden, (Yeoman Porter,) clothed in a long red cloak, bearing in his hand a huge bunch of keys, and attended by a brother Warden, carrying a gigantic lantern, appears in front of the main guard-house, and calls out in a loud voice, "Escort keys !" At these words the Sergeant of the guard, with five or six men turns out and follows him to the "Spur," or outer gate ; each sentry challenging, as they pass his post, "Who goes there ?"

"Keys."

The gates being carefully locked and barred—the Warden wearing as solemn an aspect and making as much noise as possible—the procession returns, and the sentries exacting the same explanation, and receiving the same answer as before. Arrived once more in front of the main guard-house the sentry there gives a loud stamp with his foot, and the following conversation takes place between him and the approaching party :

"Who goes there ?"

"Keys."

"Whose keys ?"

"Queen Victoria's keys."

"Advance Queen Victoria's keys and all is well."

The Yeoman Porter then exclaims, "God bless Queen Victoria." The main guard devoutly respond "Amen."

The officer on duty gives the word "Present arms !" the firelocks rattle ; the officer kisses the hilt of his sword ; the escort fall among their companions ; and the Yeoman Porter marches majestically across the parade alone to deposit the keys in the Lieutenant's lodgings. The ceremony over, not only is all egress and ingress totally precluded, but those within being furnished with the countersign, any who, unhappily forgetful, ventures from his quarters unprovided with his talisman, is sure to be made the prey of the first sentinel whose post he crosses.—*English Paper.*

### 3. SUNDAY AND TEMPERANCE.

A work has lately been published in England by James Lamont, a Fellow of the Geographical Society, entitled "Seasons with the Sea Horses."\* It is a record of travel and adventure in the Polar regions during an Arctic summer. The business part of the voyage was hunting seals and walruses. There are two points of special interest in the volume. The first is Mr. Lamont's testimony to the value of total abstinence from alcoholic beverages in the frozen regions of the North, and the superior virtue of tea and coffee over alcoholic stimulants in supporting the system. His testimony, also, to the physical value of the Sabbath, is so important, that we copy it entire. Chapter VI. begins as follows :—

"Sunday, the 17th, was calm, with heavy banks of fog hanging about. . . . Did not leave the ship, but read morning service in the cabin. We never hunt on Sundays, although sometimes the appearance of a fat seal, or a troop of walruses floating past, is eminently tantalizing, and severely tries our respect for the fourth commandment. I am sorry to say, that the greater part of the sealing vessels make no distinction between the seventh day and the rest of the week, although some of them compromise with their consciences by refraining from *searching* for animals with the boats, merely attacking those which come in sight of the vessel. I must leave to theologians to decide how far these men are justified by the peculiar nature of their occupation in this entire or partial desecration of the Sabbath ; but of the one thing I am certain, and that is, that they are no gainers by it in the long run, for whether it was attributable to our energies, mental and bodily, being recruited by a day of rest, or to the fact of the animals, the objects of pursuit, having time to settle during twenty-four hours' respite from bullets and harpoons, somehow Monday always was, with us, the most successful day of the week. Verily, a day of rest, once a week, is of essential importance to man and beast, even if on no other grounds than those of physical requirements. We always considered Sunday to terminate punctually at midnight ; in these regions it is just as light in July at midnight as midday, and it was a singular circumstance (might I not venture, without being deemed presumptuous, to suggest that this might be *more* than merely accidental ?) that we saw our first bear a few minutes after this Sunday had expired."

\* See Notice of this book on the next page.



### VIII. Short Critical Notices of Books.

— **CARTHAGE AND HER REMAINS.**—By Dr. N. Davis, F.R.G.S. New York: Harper & Brothers. This elaborate reprint of an English book gives "an account of the excavations and researches on the site of the Phœnician metropolis of Africa and other adjacent places, conducted under the auspices of Her Majesty's government." It is written in an easy, conversational style, and contains a sort of diary of the process of excavation and research. The narration part is interspersed with interesting chapters relating to the history and overthrow of Carthage and other kindred topics. The work is well illustrated with a map and engravings of the excavations and disinterred remains of the ancient city, and of the other parts of the surrounding country explored by Dr. Davis. The work is a valuable contribution to ancient classical literature, and is an agreeable book of travel and research.

— **SEASONS WITH THE SEA HORSES.**—By James Lamont, Esq., F.G.S. New York: Harper & Brothers. To those who have read Lord Dufferin's "Notes from High Latitudes," this book will prove an interesting sequel. To some extent it relates to the same "high latitudes," and covers the same ground; but it presents a different phase of Arctic life. Lord Dufferin's book chiefly relates the incidents of a pleasure voyage within the Arctic circle; but Mr. Lamont's work, though containing the nature of a pleasure trip also, relates chiefly to the capture of seals, bears, and walrus on the coast of Spitzbergen—the proceeds of which were intended to defray in part the expenses of the trip. There is an air of reality and sincerity about the scenes and incidents described which gives a peculiar charm to the book, and renders it a most agreeable volume. The type is large, and the illustrations are excellent and striking.

— **THE BRITISH REVIEWS.**—The new volumes of the British Reviews, generally known as the *Edinburgh*, *North British*, and *London Quarterly*, commences from July, 1861. It would be difficult to recommend too highly these sterling publications, in which is employed some of the best intellect of Europe. The topics treated by them respectively embrace a wide range in literature, art, science, politics and religion, keeping the reader well-informed in regard to all that is most important. The *London* titled "Democracy on its Trial," which will challenge the greatest interest. *Quarterly*, which has just been laid on our table, contains an article on the writer arrives at the conclusion that "the Republican bubble has burst," and that American Democracy "has sunk from the decrepitude of premature old age." We fear there is too much likelihood of this opinion being realized. The reprint of these Reviews, is from the press of L. Scott and Co., publishers, 54, Gould Street, New York. (See advertisement in our last number.)

### IX. Educational Intelligence.

— **SEPARATE SCHOOL EXAMINATIONS.**—The late examinations proved to a demonstration that education is rapidly advancing in this city. As far as the girls' schools are concerned, it must have been delightful to parents to behold their little daughters appear on the platform, with a degree of modesty and decorum that would do honour to ladies of a more advanced age; and respond with clearness, precision, and consciousness of their own ability, to questions in very difficult matters. They appear quite familiar with Geography, History, English Grammar, Arithmetic, and other branches that constitute a good education. They exhibited some beautiful penmanship, and also elegantly finished pieces of embroidery. The Boys' Department also maintained its honour nobly. Their Examination took place in the St. Paul's School rooms, when they acquitted themselves so well, that all present were highly pleased with the successful result of their labours. They showed great proficiency in Book Keeping, Arithmetic, Geometry, Algebra, Geography, &c. The pupils of all the schools gave evident signs of good training, and of having been taught a good system of education; and therefore reflect credit upon their teachers. The good sisters of St. Joseph and the Christian Brothers deserve our gratitude, for the manner in which they are educating our Catholic youth. They are a blessing to the city of Toronto. They are pointing out to the youthful mind the way to virtue, religion, morality, and useful knowledge. His Lordship the Bishop appeared highly pleased at all the Examinations, and so did the clergy, who were present in great numbers.—*Canadian Freeman*.

— **TEACHERS' ASSOCIATION, COUNTY OF HURON.**—A meeting was held on 16th August in Clinton, Wm. Sloan, Esq., President, in the chair. An

Essay was read by the Chairman, on "the advantages and necessities of such Associations." M. C. H. Bornil read an Essay on the subject "of a County Competition of the Schools." Very interesting discussions followed on both subjects. Subjects were assigned for next meeting,—to Mr. James Ferguson, "on the distribution of Prizes in Schools;" Mr. C. M. Campbell "on Corporal Punishment!" Mr. Hamilton "on Competition." The next meeting was arranged for the December vacation.—*Communicated*.

— **THE PRINCE VISITS MAYNOOTH COLLEGE.**—His Royal Highness visited Maynooth College on the 27th July, accompanied by the Marchioness of Kildare, Mrs. Col. White, and Mrs. Gen. Bruce. The Prince was then conducted by Dr. Cullen through every part of the establishment, with the arrangements of which he expressed himself much pleased. Having courteously taken leave of Archbishop Cullen, the Rev. Dr. Russell, President, and the Rev. Dr. Whitehead, Vice-President, the Prince returned to Carton, where a number of the nobility and gentry of the surrounding country were invited to meet his Royal Highness at dinner. The President of the college, the rector of the parish, and the parish priest were among those honoured with invitations.

### X. Departmental Notices.

#### PUBLIC LIBRARY BOOKS, SCHOOL MAPS, APPARATUS, AND PRIZE BOOKS.

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

#### NO PENSIONS TO COMMON SCHOOL TEACHERS UNLESS THEY SUBSCRIBE TO THE FUND.

Public notice is hereby given to all Teachers of Common Schools, or Teachers of the English branches in Grammar Schools, who are legally qualified Common School Teachers in Upper Canada, who may wish to avail themselves at any future time of the advantages of the Superannuated Common School Teachers' Fund, that it will be necessary for them to transmit to the Chief Superintendent, if they have not already done so, their subscriptions, at the rate of \$5 per annum for each preceding year, commencing with 1854, and at the rate of \$4 per annum for the current year's subscription. The law authorizing the establishment of this fund provides, "*That no teacher shall be entitled to share in the said fund who shall not contribute to such fund at least at the rate of one pound per annum.*" No pension will be granted to any teacher who has not subscribed to the fund, in accordance with the preceding regulations of the Council of Public Instruction.

#### INDISTINCT POST MARKS.

We receive, in the course of the year, a number of letters on which the post marks are very indistinct, or altogether omitted. These marks are often so important, that Postmasters would do well to see that the requirements of the Post-office Department, in relation to stamping the post-mark on letters is carefully attended to.

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All communications to be addressed to J. GEORGE HODGINS, LL.B.,  
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