

## Technical and Bibliographic Notes / Notes techniques et bibliographiques

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

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

- Coloured covers /  
Couverture de couleur
- Covers damaged /  
Couverture endommagée
- Covers restored and/or laminated /  
Couverture restaurée et/ou pelliculée
- Cover title missing /  
Le titre de couverture manque
- Coloured maps /  
Cartes géographiques en couleur
- Coloured ink (i.e. other than blue or black) /  
Encre de couleur (i.e. autre que bleue ou noire)
- Coloured plates and/or illustrations /  
Planches et/ou illustrations en couleur
- Bound with other material /  
Relié avec d'autres documents
- Only edition available /  
Seule édition disponible
- Tight binding may cause shadows or distortion  
along interior margin / La reliure serrée peut  
causer de l'ombre ou de la distorsion le long de la  
marge intérieure.
  
- Additional comments /  
Commentaires supplémentaires:

- Coloured pages / Pages de couleur
- Pages damaged / Pages endommagées
- Pages restored and/or laminated /  
Pages restaurées et/ou pelliculées
- Pages discoloured, stained or foxed/  
Pages décolorées, tachetées ou piquées
- Pages detached / Pages détachées
- Showthrough / Transparence
- Quality of print varies /  
Qualité inégale de l'impression
  
- Includes supplementary materials /  
Comprend du matériel supplémentaire
  
- Blank leaves added during restorations may  
appear within the text. Whenever possible, these  
have been omitted from scanning / Il se peut que  
certaines pages blanches ajoutées lors d'une  
restauration apparaissent dans le texte, mais,  
lorsque cela était possible, ces pages n'ont pas  
été numérisées.

Pagination is as follows: p. 177-188, 1-2.

# JOURNAL OF EDUCATION,

Upper  Canada.

VOL. XIII.

TORONTO : DECEMBER, 1860.

No. 12.

## CONTENTS OF THIS NUMBER.

	PAGE
I. RECENT EDUCATIONAL SPEECHES IN ENGLAND—(1) The Right Hon. Lord Palmerston, K.G. (2) The Right Hon. Lord Stanley, M.P. (3) William Cowper, Esq., M.P. ....	177
II. PAPERS ON PRACTICAL EDUCATION—(1) The Value of Evening Schools. (2) Evening Classes at King's College. (3) The Value of Teachers' Associations .....	181
III. EDITORIALS—(1) Appointment of School Section Auditors. (2) Annual School Meeting—Duties of Chairman and Electors—Appointment of School Auditors .....	182
IV. MISCELLANEOUS—(1) The Orphan's Dream at Christmas. (2) The Magic Lantern—Its Uses and Construction .....	186
V. SHORT CRITICAL NOTICES OF BOOKS—(1) The History of Canada. (2) Lewes' Physiology of Common Life. (3) Popular Preachers of the Ancient Church. (4) Andersen's Sand-Hills of Jutland .....	187
VI. EDUCATIONAL INTELLIGENCE—(1) Annual Convocation of Trinity College. (2) The Association of the University of Trinity College. (3) Visitors at the Educational Department. (4) Thanksgiving-Day .....	187
VII. LITERARY AND SCIENTIFIC INTELLIGENCE—(1) The Hayes' Arctic Expedition. (2) Earthquake in Canada .....	188
VIII. DEPARTMENTAL NOTICES AND ADVERTISEMENTS .....	188
TITLE AND INDEX TO VOLUME XIII.	

## RECENT EDUCATIONAL SPEECHES IN ENGLAND.

(Continued from the November number.)

### I. THE RIGHT HON. LORD PALMERSTON, K.G.

From speeches delivered by Lord Palmerston at the inauguration of the New Mechanics' Institute and School of Science and Art in Leeds, October 25th, and also before the Leeds Ragged School Society, October 26th, we make the following extracts. It has been remarked as a singular illustrative coincidence of the social condition of Europe, that while the chief statesmen on the Continent of Europe are engaged either in discussing or promoting warlike movements in their own country, or among their neighbours, the Premier of the most powerful country in Europe, (whose enthusiastic volunteers now outnumber her standing army,) has been engaged in the discussion of questions, at a Mechanics' Institute, solely affecting the social advancement of the people. The fact itself, and the influential position occupied by Lord Palmerston in England as well as in Europe, are thus referred to in the *Revue de Deux Mondes* for this month—"the only publication in France" says the *Times*, "which pretends to anything like independence." The *Revue* says: "In the state of things before us the European power most worthy of being observed is England. When we speak of England, let us at once say that her actual policy is incarnate in one single man—in that extraordinary man who has just completed his 76th summer, in the lucky Lord Palmerston. \* \* \* He is at the present moment—let us say the word, since it is the fashion—the real dictator of England. Singular that this new supremacy of

Lord Palmerston should be established in silence—no great fact, no remarkable resolve in foreign policy explains it; it is enveloped in the veil of mystery. Between the country parties and the statesman it is admitted as a sort of tacit fact. It looks like Freemasonry. Not a man in England, but says to himself—'That's the man,' and none but has understood the meaning of what binds the minister to the people, and the people to the minister. The English who talk so much about their own affairs and those of others, are wonderful sometimes for the silence they keep on matters they have much at heart. \* \* \* This silence, which the suspended character of the situation commands, has been artfully maintained at Leeds by Lord Palmerston. Some words of general sympathy for Italy, in which no express mention was made of any fact or of any name; and that is all. We mistake, Lord Palmerston really talked politics at one of the meetings which he attended. The passage in the speech which has an interest for the present, passed unnoticed in the press of Europe." The *Revue* quotes Lord Palmerston's remarks on what Mr. Crossley said about his being more successful in politics than in weaving, and goes on: "Lord Palmerston said no more; but the few words he spoke set all the weavers laughing and applauding vehemently. This is what may be called speaking by signs; and this is a specimen of the cypher by means of which Lord Palmerston and the English nation correspond with each other."

### MECHANICS' INSTITUTES AND THEIR FOUNDERS—LORD BROUGHAM.

After a few preliminary remarks, Lord Palmerston thus spoke of the useful career of Lord Brougham:—In addressing an audience upon the subject of mechanics' institutes it would be ungrateful and not becoming to forget those distinguished men who were the founders of this system of instruction—I mean Dr. Birbeck and Lord Brougham—names which are engraven in the grateful memories of all those—and numbers great there are—who, in different parts of the United Kingdom, have derived benefit from these institutions. I would speak more immediately of my noble friend Lord Brougham, whose life has been passed in rendering services to his fellow men—who was a zealous advocate of the abolition of the slave trade—who was the earnest champion of the abolition of slavery—who has been the ardent friend of civil and religious liberty all over the world, and who has done more than it has fallen to the lot of perhaps any other man to do, to promote the diffusion of knowledge among his fellow-countrymen throughout the empire. Lord Brougham has passed his life in acquiring knowledge, but

he has also passed his life in diffusing knowledge, and therefore conferring important benefits upon all those to whose reach the means of instruction have been extended.

#### EDUCATIONAL DIFFERENCE BETWEEN THE PRESENT AND FORMER TIMES.

There is one important difference between the times in which we live and former times. There were in former times men eminent perhaps beyond example—men eminent in discoveries and in the acquirement of knowledge—but the great mass of the nation were enveloped in comparative ignorance. We know for example, that, long after the days of Bacon and Newton, the absurd notions of astrology and witchcraft were entertained by many persons in the kingdom. The difference in the present age is, that knowledge is widely spread through every class of society, and thereby not only has the happiness of each individual been increased, but the wealth, prosperity, and greatness of the nation have been augmented.

#### VALUE OF MECHANICS' INSTITUTES AND NIGHT SCHOOLS—MISTAKES CORRECTED.

Of all the instruments for the diffusion of knowledge, there is none, perhaps, that excels mechanics' institutions. Some objections, nevertheless, have been taken to them. People say that the working classes, for whose use these institutions are mainly intended, are too much occupied in daily toil to be able of an evening to bring their minds with the freshness requisite for improvement to study of any kind. That is a great and fundamental mistake. There is nothing more natural to the human mind and the human body than the combination of labour and study, and those men who have passed the greater part of the day in laborious employment find recreation and relief when in the evening hours they are able to enjoy the pleasures of literature, or to improve their minds by the acquisition of scientific knowledge. But it has been said by some that these opportunities are so short, or are sometimes so little likely to be availed of, the knowledge acquired must be shallow and small. And then we have dinned in our ears the old and trite quotation that "a little learning is a dangerous thing." It is true that a little learning is a bad thing—that is to say, it is a bad thing to have only a little learning; and the less learning a man has the worse it is for him. But there is one thing worse even than having a little learning, and that is having no learning at all.

#### VALUABLE ADVICE IN REGARD TO ONE'S CALLING.

And if I were permitted to give to the working and industrious classes a single word of advice, I should say this:—"Whatever your calling in life may be, learn fully, deeply, and completely, everything that bears directly on that calling. Make yourselves masters of everything that will tend to help you in that particular sphere of industry. But don't confine yourself to that. Cultivate your minds by acquiring as much knowledge as you can on as many subjects as you can. You will learn but little of each, but that little of each will make an important aggregate in the main, and every new branch of knowledge which you enter into, and every addition made to your general stock of information, will improve the faculties of your minds, just as various exercises improve the powers of the body, and will make you more skilful, more able, more clever in the performance of your particular duties than if you were skilled only in that particular and simple branch."

#### THE GREAT COMFORT AND PLEASURE OF A PUBLIC LIBRARY.

I see it is intended that there shall be an ample and copious library. That is a great comfort and a great pleasure, and I would not recommend those who frequent the library to confine themselves solely to books of serious reading and of practical or scientific utility. The human mind requires variety of exercise for its different qualities and its different functions. The imagination was implanted in man not merely for the pleasure of others by the works of imagination, but for the pleasure of the individual in exercising that faculty. That pleasure is great and laudable, and therefore, though I would not recommend a man to waste his time in what is called novel-reading, uninstructional and not improving, yet works of imagination, the works of great poets and our distinguished novelists, such as Walter Scott, and others, are works which teach him good principles by examples in the recitals they contain; tend, in the first place, to improve the moral feelings of the man, and, in the next place, give a legitimate and proper enjoyment, by exercising and cultivating the imaginative faculties of the readers. I presume there would be in this library those works, which now fortunately abound, in which the general outlines of the history of this and other parts of the world whose history is useful and interesting are brought into a condensed form, so that they may be read and remembered without difficulty. I presume also that general works of literature will be found in the library; but the one main object of institutions of this kind must be to give to the members that instruction which will be useful to them in their avocations in life.

#### SCIENCE SYNONYMOUS WITH KNOWLEDGE IN ITS FULLEST SENSE.

Let no man be daunted by the term science, or think that science is something which can only be usefully and successfully approached by men who pass their days in their study, and their nights over the lamp. Science is only another word for knowledge, and knowledge, in whatever branch, is useful, and, to a mind disposed to learning, if properly imparted, is easily acquired. I see there are to be instructions in chymistry; and that there is to be a laboratory. There cannot be a more useful department of knowledge in a manufacturing district than instruction in chymistry. A knowledge of chymistry is essential to those branches of industry in which most of the members of these institutions will be engaged, and though to acquire a deep knowledge of that science it may be necessary to devote much time to it, yet all that can be expected or desired by persons engaged in active pursuits is to have that elementary knowledge of the fundamental principles which may be useful to them in their avocations in life. That which is useful in the domestic economy of men, to know the composition of the atmosphere, the nature of the different gases of which it is composed—which are conducive to healthful life, and which on the contrary, are fatal or injurious to human existence.

#### VALUE OF SCIENTIFIC KNOWLEDGE TO THE PRACTICAL WORKING MAN.

Depend upon it that, more especially to the working classes, who necessarily live in comparatively confined dwellings, the knowledge of the importance of fresh air, the knowledge of the importance of an abundance of water, are kinds of knowledge that are essential to comfort, and conducive to healthful existence. We know that to a labouring man health is wealth, for when sickness comes upon him, his labour, of course diminishes in value or ceases to be of any value whatever. Well, gentlemen, I should hope, too, that certain branches of physical knowledge and science will also be imparted; the working classes who attend it will learn the laws of motion, the nature of gravitation, of the progressive velocity of falling bodies—all matters elementary in their nature, but applicable to the daily pursuits of life. I hope that there will be taught the theory of the mechanical applications of the wedge, the inclined plane, the lever, and matters of that sort. I should hope, also, that those will not be the only subjects to which their attention will be directed, and to which their instruction will apply.

#### INTERESTING CHARACTER OF THE STUDY OF NATURAL SCIENCE.

They will, no doubt, turn their attention to that which is a most interesting study—namely, the natural history of the animal creation. Those who live in towns and are confined to one spot have fewer opportunities of witnessing the diversity, the infinite prodigal variety of the animal creation. In these lectures they will be taught how, descending from man, the animal creation, goes by progressive gradations down to those minute animals and insects which we call microscopic, because they can only be seen distinctly by having the aid of the microscope, but which are creatures having a blood organization and possessing all the elements requisite for life and for motion. They have joints, and skin, and bloodvessels with blood or fluid in them, though not perceptible to human sight without the aid which I have mentioned. The contemplation of these organic beings must fill the mind with admiration of the amplitude of the creation, and of the care and skill and wisdom which have directed the Great Creator to whom they owe their origin. This contemplation of the descending scale tends, no doubt, to make man fancy that he is the lord of creation, and that he stands high among the creatures of the Almighty. But then I hope that this institution will direct the mind to the upward as well as to the downward scale, that not only will it teach those elementary principles of what is commonly called geology, most useful to all the mining industry of the country—I mean the general formation of the crust of the earth—but I hope, further, that it will teach the general outline of the planetary system; and that those who are told and who see what a small and a comparatively insignificant portion of that system this earth, which the ancients used to think the whole almost of the created universe, really forms, will have abated those feelings of pride which, perhaps, the other and descending scale, when contemplated, might have been calculated to inspire. But there is no reason why the working classes should not learn the general outlines of a still further science, and be taught the main principles of the organization of the universe. There is no reason why they should not be taught that those innumerable bright spots which bespangle the sky on a clear night are not simply ornaments in the Heavens, but that they consist of millions of suns, larger, many of them, far than our own earth, surrounded by a planetary system like ours, and extending to such an infinity of space that, whereas the light which comes from our sun, which is 95,000,000 miles from the earth, reaches us in eight minutes, the light from some of the distant suns is calculated to have been hundreds, and in some cases thousands of years in reaching the earth. These contemplations are useful and

healthful to the human mind. They inspire us with an awful respect and sentiment of the vast powers, of the vast wisdom, and of the beneficence of that Almighty Being by whom the great and wonderful expanse of creation has been formed. And while, on the other hand, these contemplations, enlarging the human mind, must tend to abate the pride and vanity of prosperity, so, on the other hand, they must tend to calm and console those who may be labouring under adversity, by letting them see that the affairs of this world form but a small and minute part of the general dispensation of the Almighty, and that all these great arrangements, whatever their partial and temporary effect, are destined in the main for ultimate and permanent good.

#### THE LECTURER A USEFUL AID IN ACQUIRING KNOWLEDGE.

These different branches of knowledge are difficult to be acquired by the independent labour of man; but here comes in the lecturer, and a most useful friend this same lecturer is. The lecturer is to the student what a good guide is to the man who for the first time enters a city or a country the geography of which he is unacquainted with, but who knows there are certain points which he wishes to arrive at, and who, if left to his own unaided wanderings, might spend much time and much labour in arriving at the object of his pursuit. But the guide and the lecturer take the traveller and the student by the hand, lead them by easy and pleasant ways to the ultimate object of their search, and place them in possession of the end and of that instruction which they are endeavouring to attain. There is one defect in lectures. The knowledge which a man acquires by his own unaided exertions, working it out by books, by experiment, and by reflection, remains fixed in his mind, because the trouble that he has taken to acquire it implies deep attention to every stage of the process. We all know that the memory is retentive in proportion to the degree of attention which has been paid to the object stored in the memory, and, therefore, although lectures do lead men easily and usefully to useful results which were acquired by deep and intense study, and by long-continued study on the part of those who gave the instructive lectures, sometimes what goes in at one ear comes out at the other, and the student, at the end of a course of lectures, if he has not been interested in the subject by knowing that it bears upon his active pursuits, may carry away permanently but little of what he has heard.

#### THE TESTING VALUE OF PERIODIC EXAMINATIONS.

Then steps in that principle of recent establishment, but of most valuable effect—I mean the examinations. Then comes the examiner—to whom the student voluntarily submits himself, knowing that if he obtains a good certificate upon his examination, it is a proof of ability and attainment which will be useful to him in his calling and his profession—then comes the examiner, and the students, voluntarily submitting themselves, are bound and obliged, in order to qualify themselves to appear before him, to rivet in their minds the instruction which the lecturer has given them, and to follow it out afterwards by studies of their own. And thus the three sources of instruction—the lectures given in general, the subsequent study carried on by the individual, and the test put to him by the examiner—complete a system of instruction which, if pursued, as I have no doubt it will be pursued, not only in this town but in other parts of the country, must tend rapidly to improve the intellectual condition of the people of the United Kingdom, and by improving their intellectual condition must add to their happiness, and promote the greatness and prosperity of the empire to which they belong. (Loud cheers.)

The next half-hour was occupied in the distribution of prizes and certificates to the successful candidates in the recent examinations in the schools of arts and in the Oxford and Durham middle-class examinations. The young men and boys were called up successively to the platform to receive the prizes from the hands of his Lordship, who had a kind word and a smile for each.

#### CHARITABLE INSTITUTIONS AMONG THE GREAT SOCIAL IMPROVEMENTS OF THE PRESENT AGE.

At the meeting of the Leeds Ragged School Society, Lord Palmerston after a few preliminary remarks, spoke as follows:—

There cannot, I am sure, be anything more interesting to the minds of all those who sympathize with the condition of their fellow-creatures, than institutions of this description, and they may justly be considered as ranking among the great social improvements which have been made in our arrangements during modern times. Undoubtedly it is not in recent times only that the benevolence and active charity of the wealthy and the prosperous has been directed to the bettering of the condition of those in the humbler classes of life, but formerly the attention of men was directed simply to affording *bodily* relief—the comforts of the body were considered to be sufficient to occupy the attention of those who wished to relieve their fellow-creatures. It is only of late years that the public attention has been actively and successfully directed to the *minds* of

men, as well as to their bodily comfort. We all know that from the arrangements of Providence it is impossible to expect that in large communities there shall not be the rich and the poor—it is impossible to hope that any human arrangements shall entirely relieve the humbler classes of society from the pinching effects of poverty, and all those afflictions, physical and mental, which arise from such a condition—but wealth and comfort may relieve the afflictions of poverty. The greater the community the greater the development of industry, and the greater the accumulation of population the more will the neglected class exist.

#### NECESSITY OF INSTITUTIONS FOR FRIENDLESS JUVENILES, AS A SAFEGUARD FOR THE FUTURE.

There must be in a great community a vast number of children who either have parents whose poverty prevents them from caring as they ought to do for them, or whose imprudent and dissolute habits render them negligent and indisposed to give that care and attention which even their limited means might enable them to afford. There must also be many who by the visitation of Providence have been at the earliest period of their life deprived of those parents upon whose care and attention they ought to have relied. In those cases institutions of this sort step in—they rescue the poor child from the improvidence, from the neglect, of those parents; they rescue the orphan from that destitution which too often besets him; they give to those children early habits of industry, early habits of order, early instruction of a moral and religious description—early instruction in those things which may conduce afterwards to their success in life. And when I see the vast demands which this great city affords for the industry and intelligence of every working man and woman, I think I may truly say that those seeds which are thus sown in the minds and bodies of those little children are not sown to run to waste, but as surely as you instruct those children in the habits of a proper, orderly, and moral life, in the habit of procuring by their industry their livelihood, so sure will it be that when they come to an age at which their labour may be properly employed, they are certain of finding an adequate demand for that labour, and a proper remuneration for its exercise. As far, then, as sympathy for these unhappy little beings extends, you would have adequate, completely adequate, motives for assisting institutions of this kind; but if we take a larger view, and look upon these institutions as bearing upon the social interests of the country, we shall see in that view also the strongest possible motives for encouraging and enlarging them.

#### REMEDY FOR THE GREAT EVILS OF AN UNCIVILIZED PORTION OF THE COMMUNITY.

One of the great evils of civilized society is the uncivilized portion of the community. There must—and it is vain to hope there should not be—there must and will be in every great community a certain amount of crime, of offence, of dissolute habits, of recklessness and improvidence; but the amount of these evils will greatly depend upon the direction which is given in the earliest years of life to the minds of the rising generation. It is true that it may sometimes happen that those who have instilled into their minds in early childhood the best principles may yield to temptations, be led away by fortuitous circumstances, and desert the paths in which they were early instructed to go; but those cases are comparatively rare, and you will find that the great offence and misfortune—for crime is misfortune—the great source of all those evils which afflict large communities and nations, is the want of early and proper instruction of children in the first years of their lives. In moral and intellectual matters we may take as examples the means employed in physical and material matters. If you want to dry up a morass, and to get rid of the noxious exhalations from an unhealthy district, you do not simply go and pump out the water which lies stagnant on the surface of the ground, but you go to the source of the evil, to the heads of the springs which percolate through this marshy district, and by turning them into new channels, diverting them from the country which they have impregnated, you lead them into healthy currents for the uses of mankind, and at the same time turn that which was only a noxious morass into profitable, fertile, and healthy land. In the same way, I say, you should intercept the sources of crime at the fountain head, inculcate, early, in the minds of the children of the country maxims of religious and moral principles. Teach them betimes the value and importance of rules, regulations, and order; teach the child, even in his school hours, to be obedient to certain regulations, and you will find that when he becomes a man he will be equally ready to submit to the laws of his country, and to maintain order in the society of which he is a member. If, then, we succeed in this—if we rescue from vice and crime a vast number of those unhappy children who, left to all the hazards and temptations to which their condition exposes them, would become criminals and victims of the law, I say you will be conferring an immense benefit upon society—a benefit not confined to the day, not confined to the creatures who are the objects of your charity, but a benefit which every day becomes more and more extensive, which pervades

every class of society, and the advantage of which will be felt in future generations as well as in the present.

#### REFLEX INFLUENCE OF CHILDREN UPON PARENTS

You have been told, what in human nature might have been expected, that though instruction, moral and intellectual, in the ordinary course of nature, descends from parent to child, yet that sometimes that current will be reversed—that moral and religious and intellectual instruction will go upwards from the child to the parent; that when a child has been well brought up and instructed, and the parents have had the misfortune of being differently situated, the example of the child will operate upon the conduct of the parents—that the parents will be reclaimed from habits which bring them to poverty and disgrace, by seeing in the example of their children that which they will blush not to be able to imitate and follow. I cannot but believe that when the secretary shall this time twelve months read the report of the proceedings of the year which is about to begin, he will be able to assure you that this institution, although of comparatively recent establishment, has yet thriven like a vigorous plant, the branches of which have extended themselves until they overspread a large portion of this great and important town, and that the benefits which its founders contemplated have begun to be amply realized. (Loud cheers.)

## 2. RIGHT HON. LORD STANLEY, M.P.

#### POPULAR EDUCATION IN ENGLAND.

On the 29th of October, Lord Stanley attended a dinner of the friends of the Warrington Mechanics' Institute (the number of books in the library of which is 4,000, and the annual circulation is from 10,000 to 12,000), and delivered the following address. After some introductory remarks, his Lordship said,—In speaking of the position and prospects of popular education in England, and especially in these districts, there are two difficulties to be encountered. In the first place, a speech on educational matters is not usually very attractive, either to hear or to read. One reason of this is to be found in the very importance which we all feel attaches to the subject. It is not a new thing to anybody, but one on which most of us have heard something, whether we wished it or no, and on which members of Parliament, generally speaking, have heard much more than they desired. In the next place, not merely educational matters, but all questions of home administration or concern occupy at this moment in men's minds a comparatively subordinate position. Perhaps the cause of education does not really lose by being less prominent in men's thoughts than it was a few years ago. We have time to reflect more calmly, and therefore to judge more fairly upon many points which were formerly involved in controversy and dispute; and with every year that passes we get a little, at least, of that practical experience, that invaluable teaching of facts, of which I believe most Englishmen agree in thinking that a very little is worth all the speculation and theory ever spun from the ingenious brains of men.

#### EDUCATIONAL CONCLUSIONS WHICH HAVE BEEN ARRIVED AT.—IRREGULAR ATTENDANCE.

There are one or two conclusions on the subject of education which appear to be universally come to. The first is, that on whatever system or principle you establish what are called primary schools, whether set on foot by landowners individually, or by rate-payers as a body, whether assisted by Government or left alone, still we must expect that a very large proportion of those who attend them, leaving them at the age they do, will acquire nothing but the bare rudiments of knowledge—the power to read, write, and cipher. Of course, there are many exceptions; but that, I believe, is the general rule. These schools are not places in which education can be given; they are schools in which opportunities are given to those who attend them—if at a later period of their lives they so please—to educate themselves. That fact being once admitted, I think this consequence follows—that the importance which has often been attached to the particular system on which schools are conducted is very greatly diminished. Provided you can get the children to attend them, that the masters are competent, and the discipline good, I for my own part care little on what system these schools are established, believing that they do not give education, but only give the means of acquiring it hereafter; and the direction which the studies of the man will take is very little determined by the accident of the school he has attended. The other conclusion in which I think people have come generally to agree is, that what we have to complain of in educational matters is not so much the number of children who attend any school at all, inconsiderable as it is when compared with the population as a whole, but rather the *irregular attendance* of those who do frequent the schools, and the early age at which they leave, with the consequent liability to lose altogether in later years even that small portion of knowledge which may have been acquired. If you could ascertain—which you cannot—the

proportion of young men who can read and write well at the age of 17, and the proportion of these same persons who can read and write well at 30, you would find the falling off between those two ages far greater, probably, than almost any of us have an idea of, even among those who have attended closely to the subject. Now, neither the irregular attendance nor the early leaving can be altogether remedied, because both are attributable mainly to the desire—natural and honourable in itself—which every lad has to get his own living as soon as he can, rather than remain a burden to his parents. We very often complain of parents taking away their children from school, but I believe in many cases the children have quite as much to do with it as the parents, because a lad feels himself more of a man, and has a natural pride on the first day he begins an independent existence and can carry home the earnings of his own labour.

#### REMEDY FOR IRREGULAR ATTENDANCE.

If, then, the time of school attendance must be short and the attendance itself irregular, and if at the same time there exists, as is undoubtedly the case, a very general desire among at least a part of the working classes for the means of further instruction, we are inevitably led to the requirement of some institution holding to the ordinary school a similar relation to that in which the Universities stand to the public schools of England, frequented by the higher classes. Hitherto the attempts to supply that want have been many, and their success various and unequal in different parts of the country. In some of the great towns, mechanics' institutes are really flourishing, and accomplishing the ends for which they were set on foot. As a general rule, however, these institutions, while supplying a want throughout the country which is generally felt, and while accomplishing much good, have undeniably fallen short of original hopes and expectations. Sometimes the libraries, on which they chiefly relied for attraction, were scanty or ill-chosen; very often the lectures, being desultory and inconsecutive, were not capable of imparting real information; sometimes political or sectarian feeling crept in, and of course ruined everything; and even where none of these causes operated, the public could have no sufficient guarantee for the efficiency of the teaching in the evening classes. Of late years there have been great efforts at improvement. The principal and most effective has been the associating together of various institutions, with the threefold advantage of attracting greater notice of, and publicity to the union than the small institutions could have commanded singly, of obtaining competent teachers to organize and direct local efforts, and—most important of all—of *establishing a competition for prizes and certificates*, taking in a sufficient area of country and number of candidates to make it a real and not nominal competition. In East Lancashire and in Yorkshire the experiment has been attended with marked success. In Manchester, also, the principle of association has been acted on, though the details are not precisely the same. Another step in advance has been the establishment of local examinations such as those of the Society of Arts, by which young men more than ordinarily proficient are brought under the notice of employers, and they and their parents enabled to feel that some practical good will come out of the time and trouble they have bestowed. It is impossible to say how far these plans may succeed; they have only been tried within the last few years; but, whatever may be the result, I am quite sure they promise better than anything otherwise attempted with the same object, which is one that we should do our best to promote.

#### HOW CERTAINLY INTELLECTUAL AND MORAL DEFICIENCY GO TOGETHER.

So much, gentlemen, as to the machinery of educational institutions. I am not going to waste your time by talking of the pleasures and advantages of knowledge, theories I have heard or read, but from such experience as chance has thrown in my way. For four years and a-half I have acted as chairman of the Kirkdale quarter sessions. In that time some hundreds of cases have come before me of the kind usually dealt with by inferior tribunals, and nothing has struck me more, in the course of their investigation, than the utter stupidity—I can use no other word for it—the utter absence of intelligence and common sense, and utter inability to comprehend the consequences of what they were doing, which seems to me to mark by far the greater portion of habitual offenders. The intellectual and moral deficiency appear to go together, and surely from that it is a reasonable inference that the more you can do to increase men's intelligence, and give them other interests and employments, since idle habits are those which lead to drunken habits, the more you will do to lessen the amount of at least the grosser forms of crime in this country, which constitutes nine-tenth of the whole. I don't mean to say that the mere power of reading and writing will make that difference; what will make the difference is the thoughtful habit of mind, the wide range of interests and ideas, the habit of looking to the past and future as well as the present, and the having some other pleasures besides mere physical excitement, and some other ideas besides those suggested by the routine of daily life.

## EVIL OF PARTY EFFORTS IN EDUCATION.

I have had the pleasure of seeing your museum and free library. You have also schools abundantly sufficient for the wants of the town, and amply maintained; you have the School of Art with 170 pupils, and likely, if I may judge from samples, to turn out pupils who will do honour to this place; and you have two other institutions, one of them being that on behalf of which I am now speaking, acting together on somewhat different principles, but in friendly co-operation, and by no means in antagonistic rivalry, to perform a work that is arduous enough to overtax them both. Whatever you do, or leave undone, let me entreat you to keep these questions of education from becoming party questions in this town. I have for some years taken an interest in these matters, and in more than one place I have seen plans that in themselves held out every prospect of success break down simply because their promoters had suffered them to get mixed up with some petty local dispute. In this country, as in every free country, we shall always have political parties, and certainly the tendency at the present day is rather to multiply than diminish the number of religious denominations. But ignorance is no help to any party or to any sect, it is merely a common danger and common enemy; and if we understand our interest aright, we shall all unite, whether Conservatives, Liberals, Churchmen, or otherwise, in the same spirit and with the same energy as we should rally to resist invasion. (Loud cheers.)

## 3. WILLIAM COWPER, ESQ., M.P.

## POPULARISATION OF ADULT EDUCATION IN THE PRESENT AGE.

A stranger, he said, coming to Leeds must be struck by the wonderful instances of the application of machinery to render raw products fit for purposes of use and beauty. But when he heard the report read that evening, he thought there was no machinery in this mighty centre of industry which was comparable in grandeur, in interest, and in nobility, with that which, in the action of the mechanics' institution, was employed to sharpen the wits, to polish the manners, to harden the heads, and to improve the capacities of the most important of all the productions of our country—the living, thinking, feeling man. As the machinery to which he had just alluded proved that products of every description could be made fit to be carried to the homes of those who desired to receive and to use them, so the machinery of the mechanics' institute brought the power of obtaining intellectual advancement and mental discipline to the homes of those men, of whatever class or station in life, who chose to avail themselves of the advantages offered. We were proud of our civilization; we were proud that the powers and the inventions of our countrymen had placed under control the powers of nature; but it seemed to him that our civilization, great as it was in material matters, had not yet reached the point to which it ought to attain in the intellectual, spiritual, and moral departments of life. Our civilization was far from being settled on any sure basis. It was far from being safe from any future explosion of barbarism, or any frantic exhibitions of ignorance. For the last fifty years past most successful efforts had been made in popularising the education of childhood. The only thing we had not, with regard to that branch, was a sufficient supply of subjects for this excellent educational machinery to be made to operate upon. The most ardent friends of juvenile education were disheartened, not because there was any deficiency of schools, but because the scholars were not numerous enough, and did not remain long enough at school. But ought they to be disheartened? No; their motto should be "forward," and past successes should emulate to fresh exertions. The great work of the present day was to popularise adult education as we had popularised the education of children, and it was because these mechanics' institutes were admirable means to that end that they ought to receive support and assistance like that of which the present meeting was so noble an example. It was frequently and rightly deplored that there was not enough of pleasurable stimulus for the great bulk of our population, and this he was convinced might be greatly reminded through art classes and schools of art, than which classes none deserved more encouragement in connexion with our mechanics' institutions. (Cheers.)

## II. Papers on Practical Education.

## 1. VALUE OF EVENING SCHOOLS.

There is an exceedingly interesting article in the *New York Tribune* on the Evening Schools of that city. The article is too long for insertion, but we will endeavour to give the most important facts. In October, 1847, the Board of Education made arrangements for opening six Evening Schools. The Schools were immediately successful, as there were 3,224 scholars on the registry, with

an average attendance of 1,224. This plan has grown rapidly into favour since, so that in 1859-60 there were 24 male and 20 female schools opened, with 15,567 names registered, of whom 10,752 were males, and 4,815 females, with an average attendance of 8,314. One remarkable fact is, that 2,000 were persons over 21 years of age. This is very gratifying and very important. There are many persons, who, from various causes, have not been able to make much progress in earlier years, and who have come to the conclusion that they are too old to learn, who might by means of evening schools, in a short time fit themselves for business, and save themselves a great deal of inconvenience and mortification. Their memory may not be so retentive as when they were younger, but their understanding is more mature, and they would make a more rapid progress in some branches. A considerable number were Germans and other foreigners, who wished to learn the language, and these were the most eager in availing themselves of the opportunity thus afforded. About 500 were clerks, who thus were enabled to improve their education and prepare themselves for such positions in life as they might be enabled to occupy. Since the principle of closing shops at an early hour is now generally acted upon it affords clerks a great opportunity, if proper facilities are provided. There is danger, too, that this early closing will be more injurious than beneficial to the morals and habits of those engaged in shops and offices, unless there is some regular means provided them of spending their evenings profitably. A very large number of mechanics and labourers have attended these schools from the beginning. It is a very gratifying sign of the times that these large classes of society are acquiring a greater taste for reading and study, and becoming more and more intelligent. It will very much promote their own interest and comfort, and in a free country it is absolutely necessary to the public welfare that it should be so.

The attendance at the female evening schools was much more regular than at the male schools. At first no scholars were allowed to attend who were under 14 years of age, but this regulation has been repealed, and now 2,000 boys and girls under that age attend. But none are allowed to attend both day and evening schools. These schools very properly confine their attention to a few of the most important branches, but there are some special classes of young men who study particular branches with decided success. In most of the large schools debating societies have been organized. We confess we think these debating societies, when properly conducted, very useful; and they add much to the interest of the schools.

We think this movement is one of the greatest importance, and is well deserving of imitation in Canada. We should be very glad if our Council of Public Instruction would try to engraft an evening school system on our excellent general system of schools.\* It would be an incalculable blessing to a vast number of persons. We have evening schools here and there,—now and then; but we want a general system, that will bring the advantages within the reach of all, especially in our cities and towns. At all events, the young people in most populous neighborhoods may get up such schools and sustain them themselves. Now is the time, when the long evenings are coming on, to make the necessary preparations. To bring education within the reach of all, young and old, rich and poor, is surely an object worthy of our attention, and of our zealous endeavors to accomplish it.—*Christian Guardian*.

## 2. EVENING CLASSES, KING'S COLLEGE.

The evening classes held at King's College have now fairly commenced their fifth session, and the authorities of that institution seem to have no ground for complaint that their labours are not appreciated. Notwithstanding the many other "evening classes" now open, notwithstanding the numerous places of amusement, good or bad, that tempt young men to relaxation after the weary hours of office work; and, last, not least, notwithstanding the many wet nights that might reasonably have excused a preference for slippers and an armchair over a muddy walk into the Strand, with the prospect of two hours' work in wet boots and another tramp home in the rain as a finish to the toils of the day—notwithstanding all this, the classes now, at the end of their first fortnight, count upwards of 460 students, and there is no reason to doubt that this number will be much increased before Christmas. It is true that the College authorities deserve their success, for they seem determined to develop their resources in every possible way to meet the demands of business and society. Every year has been marked by the introduction of some new subject of literature or science into their curriculum, and in their present session no less than six or seven new classes have been formed. These are in Botany, Experimental Physics, Zoology, Mechanics, Anglo-Saxon, Dutch, and Spanish,—a list which bears on its face evidence of the variety and utility of the education

\* Trustees in cities and towns have full power to establish such schools, and in many instances they have done so with success.

offered at King's College. The general character of these classes is now so well known to the public that we have no excuse for dwelling on it, except to say that there does not appear in the Syllabus of Lectures for 1860-1 any sign of departure from the principle laid down at this institution—that all work done in these classes must be real work. The subjects which may be styled professional, no less than those which lie rather in the province of the schoolmaster, are evidently meant to be diligently studied, not eloquently discussed; while in the way of handling such subjects as Botany, Physiology, and Commercial Law, we are glad to recognize the old practical application of scientific principles to the social and political wants of the time. One word more and we close this short notice. We have spoken of the development of these classes; we are glad to trace, also, decided signs of growth, two very different things. While the range of subjects has been extended the standard is being raised. This is to be seen in the work of almost all the classes, but nowhere so plainly as in the department of languages. To take but one instance, the Greek and Latin classes two years ago were adapted only for beginners and men who knew little more than boys in the middle classes of a good grammar school; their standard is now much higher, and whereas the first divisions, both in Greek and Latin, read last year the subjects for the matriculation examination at the London University, this year they are preparing their students for the B.A. Examination. This is a good sign, for if these classes are to do the good their originators desire, they must, whether they be held at King's College or elsewhere, undertake to give, and actually give, instruction as high in standard, as accurate in detail, and as strict in scientific principles as can be obtained at any educational institution in the kingdom.—*Times*.

### 3. VALUE OF TEACHERS' ASSOCIATIONS.

In no other profession or trade are the benefits of association so important as in that of the Teacher. He who would perform faithfully the duties of the school-room, must necessarily make the acquisition and the communication of knowledge his two great duties. The various branches which are now taught in our Common Schools, and the necessity on the teachers' part, of having an accurate and thorough knowledge of these branches render every available means for this purpose of vast importance. A brief notice of the most common branches of education, while it suggests the necessity of thorough qualification on the part of teachers, may also suffice to indicate the necessity of union, co-operation and mutual assistance in the great business of instructing youth. Teachers, more than any other class of the community, seem to be impelled by the spirit of the age to the duty of self-culture. But the number and variety of the branches to be mastered in order to become qualified to teach well, are too great for individual effort. While, therefore, we do not overlook the necessity of individual effort, we must look upon efforts of mutual co-operation as of great importance to teachers. A teacher must be continually improving. What he knows to-day will not answer for to-morrow; and what he has mastered this year will not suffice for the next. "Excelsior!" must be his motto; and he must ever be pushing higher and higher up the hill of science. But how is he to do this? What is there to incite him to the work of self-culture? How is he to procure those books and other aids necessary to the accomplishment of this? We answer, by means of association. In this way alone can a teacher, whose salary is limited, have access to those works which it is necessary for him to study. It is true, that, in cities and towns, the Libraries of Mechanics' Institutes may afford him some of the necessary works, but they are intended for more general readers, and embrace a very small number of volumes calculated to be of benefit to the teacher. But by means of Associations, good libraries of instructive works may be gathered together, as well as other apparatus necessary to the proper carrying out of a system of teacher-training.

Besides the advantages gained in this way, teachers may derive considerable aid from the lectures and discussions which it is the object of every Association to promote. A great deal may also be done in this way to secure a systematic and regular system of instruction in all our Common Schools. The efforts which many a teacher puts forth in his school are often so devoid of system as to render his work useless. But by meeting with his fellow-workers, discussing the best methods of imparting knowledge, as well as the best means of getting it, and carrying out the suggestions of older and more experienced instructors, he may succeed in improving his system in such a manner as to fit him for his important work.

In associating for mutual aid, teachers must come to their work with a deep and heart-felt interest in its important results. If this is not done, little will be accomplished. The teacher should feel that his work is one of the highest and noblest given to man to perform. He should feel that to him are committed the destinies of his country, for only in this spirit, will he be likely to work on amid

the discouragements that attend his way. And nothing is more calculated to arouse this spirit, than the free intercommunion of those engaged in the employment. Shut out from the benefits of association, the teacher cannot feel otherwise than alone, and he thus lacks one of the strongest incentives towards the accomplishment of his task.—*St. Thomas' Home Journal*.

# JOURNAL OF EDUCATION,

Upper  Canada.

TORONTO: DECEMBER, 1860.

\* 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 700 per month) on various subjects.

### APPOINTMENT OF SCHOOL SECTION AUDITORS.

The School Law Amendment Act, passed last May, provides, among other things, for the annual appointment of two Auditors for the examination of the Trustees' School Section Accounts. The school trustees are required to appoint one of these Auditors "before the first day of December," and the school electors the other. The meeting for the appointment of this second auditor should be called by the Trustees, (for this year only,) some time in December, but not later than the 22nd of the month. Should the Trustees neglect or refuse to do so by that day, then "any two qualified electors" are authorized by law to call the meeting.

For this year it is necessary that the auditors be appointed before the end of the year, so that they may have time previous to the second Wednesday in January to examine the Trustees' School accounts and be able to present their report to the annual meeting, for its approval. Hereafter the appointment of the auditor by the electors, will take place at each of the annual meetings.

In the *Journal* for last month, we recommended the Trustees to give six full days' notice on the 15th of December, of a meeting to be held on the 22nd, for the election of a School Section Auditor. The object of this recommendation was that in case an omission or neglect to call this meeting took place in any School Section, the Trustees—having their attention directed to the subject could still repair the omission and issue a notice, not later than the 22nd of December, as required by law.

As there is, however, an apparent confusion in the provisions of the law, relating to the appointment of School Auditors, a reply similar to the following has been addressed by the Chief Superintendent, to various parties who have written to the Department for explanation and instruction on the subject:

"There is an apparent discrepancy in the clauses of the Act to which you refer, in consequence (as I understand,) of the accidental omission of two or three words, and the misplacing of a phrase, while the Bill was passing through the Legislative Council. In the Bill as it passed the House of Assembly, (a few hours after which I left Quebec,) it was provided that the meetings to appoint an Auditor should be held invariably in December. It was afterwards, it seems, proposed to amend this provision, by leaving the annual meeting to appoint its Auditor a year in advance; but authorising at the same time, as had been provided, that a meeting should be held on or before the 22nd of this month, (and therefore must be called on or before the 15th,) for appointing the Auditor of the School account for the

current year ; and by omitting certain words, and not inserting others, making the first election of Auditor by the annual meeting in 1862, this part of the Act appears defective and discrepant.

“ But the letter of the Act can be complied with by the trustees calling a meeting on or before the 15th, to be held on or before the 22nd inst., for the election of an Auditor, and let the same person be appointed again at the approaching annual meeting.”

*The following is the section of the law on the subject :*

8. In order that there may be accuracy and satisfaction in regard to the School accounts of School Sections, the majority of the freeholders and householders present at the annual school meeting shall appoint a fit and proper person to be Auditor of the School accounts of the section for the then current year, and the Trustees shall before the *first day of December* in each year, appoint another Auditor ; and the Auditor thus chosen or either of them shall forthwith appoint a time before the day of the next ensuing annual School meeting for examining the accounts of the School Section.

*Trustees to submit their School Accounts to the Auditors.*

And it shall be the duty of the Trustees or their Secretary-treasurer in their behalf, to lay all their accounts before the Auditors or either of them, together with the agreements, vouchers, &c., in their possession, and to afford to the Auditors or either of them all the information in their power as to their receipts and expenditures of School moneys in behalf of their School Section ;

*Powers and Duties of School Section Auditors, &c.*

And it shall be the duty of the Auditors to examine into and decide upon the accuracy of the accounts of such section, and whether the Trustees have truly accounted for and expended for School purposes the moneys received by them, and to submit the said accounts with a full report thereon at the next annual School meeting ; and if the Auditors or either of them object to the lawfulness of any expenditures made by the Trustees, they shall submit the matters in difference\* to such meeting, which may either determine the same or submit them to the Chief Superintendent of Education, whose decision shall be final, and the Auditors shall remain in office until their audit is completed ; The Auditors or either of them shall have the same authority to call for persons and papers and require evidence on oath and to enforce their decisions as have Arbitrators appointed under the authority of the *eighty-fourth, eighty-fifth, and eighty-sixth* sections of the said Upper Canada [Consolidated] Common School Act ; and it shall be their duty or that of either of them to report the result of their examination of the accounts of the year to the annual School meeting next after their appointment, when the Annual Report of the Trustees shall be presented, and the vacancy or vacancies in the Trustee Corporation be filled up, as provided by the law ;

*Remedy in case the Trustees fail to call the Meeting for Auditors.*

And if the Trustees omit to call such public meeting by notice issued not later than the *twenty-second day of December*, the same may be called by any two qualified Electors ;

*Remedy in case the Trustees fail to appoint an Auditor.*

And if the Trustees neglect to appoint an Auditor or appoint one who refuses to act, the Local Superintendent shall appoint one for them ;

\* That is, the lawfulness, and not the expediency, of the expenditure. The trustees are the sole judges of the expediency of any expenditure.

*Penalty on Trustees refusing Information, &c., to Auditors.*

And if the Trustees, or their Secretary in their behalf, refuse to furnish the Auditors or either of them with the papers or information in their power and which may be required of them relative to their School accounts, the party refusing shall be guilty of a misdemeanor, and upon prosecution by either of the Auditors or any rate-payer, be punished by fine or imprisonment as provided by the *one hundred and fortieth* section of the said Upper Canada [Consolidated] Common School Act [page 115] ;

*Accounts of 1860 to be Audited in this manner.*

*Provided that the Auditors, appointed for the year one thousand eight hundred and sixty-one, shall also audit the accounts for the year one thousand eight hundred and sixty.*

#### ANNUAL SCHOOL MEETINGS—DUTIES OF CHAIRMEN AND ELECTORS—APPOINTMENT OF SCHOOL AUDITORS. (Extracts from the recently Consolidated Statutes, with notes.)

*Annual Election on the Second Wednesday in January.*

3. The annual meetings for the election of school trustees, as hereinafter provided, shall be held in all the cities, towns, townships, and villages of Upper Canada, on the *second Wednesday in January*, in each year, commencing at the hour of *ten* of the clock in the forenoon.\*

\* \* \* \* \*

*Chairman and Secretary to be appointed at Meeting.*

9. The [resident assessed] freeholders and householders of such school section then present, shall elect one of their own number to preside over the proceedings of such meeting, and shall also appoint a secretary, who shall record all the proceedings of the meeting.

*Duties of the Chairman—His casting Vote.*

10. The chairman of such meeting shall decide all questions of order, subject to an appeal to the meeting, and in case of an

\* The Act of 1860 further enacts, that : 4 The poll at every election of a School Trustee or Trustees shall not close before *eleven* of the clock in the forenoon, and shall not be kept open later than *four* of the clock in the afternoon ; In School sections the poll shall close on the same day the election is commenced

† The usual form of proceedings at public meetings is compiled from the late Rules of the Legislative Assembly of Canada and from other sources, as follows :

1. The Chairman shall preserve order, and decorum, and shall decide questions of order subject to an appeal to the meeting.
2. Every elector, previous to speaking, shall rise and address himself to the chairman.
3. When two or more electors rise at once the Chairman shall name the elector who shall speak first, and the other or others may appeal to the meeting, if dissatisfied with the Chairman's decision.
4. Each elector may require the question or motion in discussion to be read for his information at any time, but not so as to interrupt an elector who may be speaking.
5. No elector shall speak more than twice on the same question or amendment without leave of the meeting, except in explanation of something which may have been misunderstood, or until every one choosing to speak shall have spoken.
6. The names of those who vote for, and of those who vote against the question shall be entered upon the minutes, if two electors require it.
7. A motion to adjourn shall always be in order : Provided no second motion to the same effect shall be made until after some intermediate proceedings shall have been had.
8. A motion may be debated but cannot be put from the Chair, unless the same be in writing and seconded.
9. After a motion is read by the Chairman it shall be deemed to be in possession of the meeting ; but may be withdrawn at any time before decision or amendment, with consent of the meeting.
10. When a question is under debate, no motion shall be received unless to amend it, or to postpone it, or for adjournment.
11. All questions shall be put in the order in which they are moved. Amendments shall all be put in the same order before the main motion.
12. A motion to reconsider a vote may be made by any elector at the same meeting ; but no vote of reconsideration shall be taken more than once on the same question at the same meeting.

equality of votes, shall give the casting vote, but he shall have no vote except as chairman.

*Mode of recording votes at School Meetings.*

11. The chairman shall take the votes in the manner desired by a majority of the electors present, but he shall at the request of any two electors, grant a poll for recording the names of the voters by the secretary.

\* \* \* \* \*

*Copy of proceedings to be sent to the Local Superintendent.\**

14. A correct copy of the proceedings of such first and of every annual and of every special school section meeting, signed by the chairman and secretary, shall be forthwith transmitted by the [chairman] to the local superintendent of schools.†

*A School Trustee to be annually elected in each Section.*

15. A trustee shall be elected to office at each ensuing annual school meeting, in place of the one whose term of office is about to expire: and the same individual, if willing, may be re-elected; but no school trustee shall be re-elected, except by his own consent, during the four years next after his going out of office.

*Mode of Proceeding at Annual Meeting.*

16. At every annual school section meeting in any township, as authorized and required to be held by the third section of this Act the [resident assessed] freeholders and householders of such section present at such meeting, or a majority of them—

*Appointment of Chairman and Secretary.*

(1) Shall elect a chairman and secretary, who shall perform the duties required of the chairman and secretary, by the tenth and eleventh sections of this Act [and also by the nineteenth section of the School Act of 1860.

*Trustees' Financial Report to be submitted.*

(2) Shall receive and decide upon the report of the trustees, as required by the twenty-first clause of the twenty-seventh section of this Act.

*Annual election of School Trustees.*

(3) Shall elect a [resident assessed] trustee or trustees, to fill up the vacancy or vacancies in the trustee corporation;‡ and

\* A report in the following form should be sent to the local superintendent:

\_\_\_\_\_, 186-. [— Post Office.]

SIR,—In conformity with the fourteenth section of the Upper Canada Consolidated Common School Act, we have the honour to inform you, that, at a meeting of the [resident assessed] freeholders and householders of School Section No. —, in the Township of \_\_\_\_\_, held according to law, on the \_\_\_\_\_ day of \_\_\_\_\_, [Here insert the name or names or address of the person or persons elected] — chosen School [Trustee or Trustees] of said Section. The other business transacted at the meeting, of which due notice was given, was as follows:—[Here insert it.]

We have the honour to be, Sir,

Your obedient servants,

To the Local Superintendent of Schools

For the County or Township of \_\_\_\_\_

D. E., Chairman.

F. A., Secretary.

NOTE.—The Trustees elected must be resident assessed freeholders or householders in the Section for which they are elected.

The twenty-fifth section of this Act authorizes Local Superintendents to investigate School Election complaints within twenty days after the Election.

† The School Act of 1860 further enacts, that: [19. Any chairman who neglects to transmit to the local superintendent a copy of the proceedings of an annual or other school section meeting over which he may preside, within ten days after the holding of such meeting, shall be liable, on the complaint of any rate-payer, to a fine of not more than five dollars, to be recovered as provided in the one hundred and fortieth section of the Upper Canada [Consolidated] Common School Act aforesaid.]

NOTE.—The omission on the part of the chairman to transmit this notice, does not invalidate the proceedings of the meeting itself, but it renders him liable to a fine for neglect of duty.

‡ See eighteenth section of the School Act of 1860, and the twenty-fourth section of this Act.

To decide on manner of supporting the school for the year.\*

(4) Shall decide upon the manner in which the salaries of the teacher or teachers, and all other expenses connected with the operation of the school or schools, shall be provided for.

*Auditors' Report to be received.*

[(5) The eighth section of the School Act of 1860 also provides that the meeting shall receive the report of the auditors of school section accounts for the previous year, and dispose of the same.]

*School Section Auditor to be appointed.*

[(6) Shall appoint an auditor of the school accounts of the section for the current year.

[The seventeenth section has been superseded by the third section of the School Act of 1860, as follows:]

[Who are legal Voters at School Meetings.

[3. The seventeenth section of the Upper Canada Common School Act, sixty-fourth chapter of the Consolidated Statutes for Upper Canada, shall be amended so as to read as follows:— No person shall be entitled to vote in any School section for the election of Trustee or on any School question whatsoever, unless he shall have been assessed and shall have paid School rates as a freeholder or householder in such section: and in case an objection be made to the right of any person to vote in a School section, the chairman or presiding officer at the meeting shall, at the request of any rate payer, require the person whose right of voting is objected to, to make the following declaration:

[Form of Declaration required from School Electors.

“I do declare and affirm that I have been rated on the assessment roll of this School section as a freeholder (or householder, “as the case may be) and that I have paid a public School tax “due by me in this School section imposed within the last “twelve months, and that I am legally qualified to vote at this “meeting.”

[Penalty for making a false declaration.

[Whereupon the person making such declaration shall be permitted to vote on all questions proposed at such meeting; but if any person refuses to make such declaration his vote shall be rejected; And if any person wilfully makes a false declaration of his right to vote, he shall be guilty of a misdemeanor, and upon conviction, upon the complaint of any person, shall be punishable by fine or imprisonment in the manner provided for in the [following eighteenth and the one hundred and fortieth section of the] said Upper Canada [Consolidated] Common School Act.

18. If any person wilfully makes a false declaration of his right to vote, he shall be guilty of a misdemeanor, and be punishable by fine or imprisonment, at the discretion of the

\* It belongs to the office of Trustees to estimate and determine the amount of the teacher's salary and all expenses connected with the school; but it appertains to the majority of the resident assessed freeholders and householders of each School Section, at a public meeting called for the purpose, to decide, as authorized by the one hundred and twenty-fifth section of this Act, as to the manner in which such expenses shall be provided for, whether (1) by voluntary subscription; (2) rate-bill, in advance, of twenty-five cents (or less) per calendar month, on each pupil attending the school; (3) rate on property. But as the Trustees alone, as authorized by the fourth, fifth, sixth, eighth, and twelfth clauses of the twenty-seventh section, determine the amount required for the support of the school, which they are required to keep open at least six months of the year, they are authorized by the tenth clause of the same section, to provide the balance, including all deficiencies, by a rate upon the property of the section, should the vote of the annual meeting not cover all the expenses of the school (over and above the cheques for the School Fund,) or should the annual meeting omit or refuse to provide a sufficient sum. But for all the money received and expended by them, the Trustees must account annually to the School Section auditors, as prescribed in the eighth section of the School Act of 1860.

Court of Quarter Sessions; or by a penalty of not less than five dollars, or more than ten dollars, to be sued for and recovered with costs before a Justice of the Peace, by the trustees of the school section, for its use.

*Separate School Supporters not to vote at Common School Meetings.*

19. No person subscribing towards the support of a separate school established under the Act respecting separate schools and belonging to the religious persuasion thereof, and sending a child or children thereto, shall be allowed to vote at the election of any trustee for a common school in the city, town, village, or township in which such separate school is established.

*Place of Annual School Meeting to be appointed by the Trustees.*

20. The trustees of each school section shall appoint the place of each annual school meeting\* of the [resident assessed] freeholders and householders of the section, or of a special meeting for the filling up of any vacancy in the trustee corporation occasioned by death, removal, or other cause, or of a special meeting for the selection of a new school site; and shall cause notices of the time and place to be posted in three or more public places of such section, at least six days before the time of holding such meeting, and shall specify in such notices the object of such meeting. They may also call and give like notices of any special meeting, for any other school purpose, which they think proper; and each such meeting shall be organized, and its proceedings recorded, in the same manner as in the case of a first school meeting.

*Penalty on Trustees for not calling certain School Meetings.*

21. In case any annual or other school section meeting has not been held for want of the proper notice, each trustee or other person whose duty it was to give such notice, shall forfeit the sum of five dollars, to be sued for and recovered before a Justice of the Peace, by any resident inhabitant in the section for the use thereof.

\* *Form of Notice for an ordinary Annual School Section Meeting:*  
SCHOOL NOTICE.

The undersigned, Trustees of School Section No. —, in the Township of —, hereby give notice to the [resident assessed] Freeholders and Household-ers of the said School Section, that the Annual Meeting will be held at —, on the second Wednesday in January, 186—, at 10 o'clock in the forenoon, for the purpose: 1st. Of receiving and deciding upon the Annual Report of the Trustees; 2nd. Of appointing an Auditor of the School Section accounts; 3rd. Of electing a fit and proper person as a School Trustee for the said Section; 4th. Of receiving and disposing of the report of the Auditors of School Section accounts; 5th. Of deciding upon the manner in which the salary of the teacher; and, 6th. How the other expenses of the school shall be provided.

[Should there be any other business to bring before the meeting, it must be distinctly mentioned in the notice, otherwise it cannot be entertained.]

Dated this — day of —, 186—.

A. B. } Trustees of  
C. D. } School Section No. —  
E. F. }

NOTE.—1. The manner of proceeding at the annual meeting is prescribed in the sixteenth section of this Act.

2. Should the Trustees neglect to give the prescribed notice of the Annual School Section Meeting until it is too late to give six days' notice, they forfeit each the sum of five dollars, recoverable for the purposes of the School Section, under the authority of the twenty-first section, and then any two qualified electors of the School Section are authorized, within twenty days, to call such meeting. The form of notice is appended in note \* to the twenty-second section.

3. The foregoing notice should be signed by a majority of the existing or surviving trustees, and posted in at least three public places of the School Section, at least six days before the time of holding the meeting.

4. The object or objects of each school meeting should be invariably stated in the notices calling it; and the notices calling any school meeting should, in all cases, be put up six days before holding such meeting. One form is sufficient for calling a special school meeting of any kind.

5. The second clause of the twenty-fifth section of this Act, page 26, authorizes Local Superintendents to call special school meetings under certain circumstances. The twenty-sixth section, also authorizes certain other persons to call special meetings, in case of the death of all the trustees, &c.

*Meetings to be called in default of first or Annual Meetings.*

22. In case, from the want of proper notice, any first\* or annual† school section meeting, required to be held for the election of trustees was not held at the proper period, any two [resident assessed] freeholders or householders in such section may, within twenty days after the time at which such meeting should have been held, call a meeting, by giving six days' notice, to be posted in at least three public places in such school section; and the meeting thus called shall possess all the powers and perform all the duties of the meeting in the place of which it is called.

*Penalty for refusing to serve as Trustee.*

23. If any person chosen as trustee refuses to serve, he shall forfeit the sum of five dollars;‡ and every person so chosen who has not refused to accept the office, and who at any time refuses or neglects to perform its duties,§ shall forfeit the sum of twenty dollars, to be sued for and recovered before a Justice of the Peace, by the trustees of the school section for its use [as authorized by the one hundred and fortieth section of this Act.

*Trustee may resign.—Absence, a forfeiture of office.*

24. Any person chosen as trustee may resign with the con-

\* *The form of Notice in this case should be as follows:*

SCHOOL NOTICE.

The Municipal Council of this township, having formed a part of the Township into a School Section, and designated it "School Section No.—," its boundaries and limits are as follows:—[Here insert description.] And the person appointed to call the first School Section Meeting having neglected to do so,—We the undersigned qualified electors of the School Section above described, in conformity with the twenty-second section of the Upper Canada Consolidated Common School Act, hereby give notice to the [resident assessed] freeholders and householders of said School Section, that a public meeting will be held at —, on — day, the — of —, at the hour of 10 o'clock in the forenoon, for the purpose of electing three fit and proper persons from among the [resident assessed] freeholders and householders as School Trustees for the said Section.

Dated this — day of — 186—.

A. B. } Qualified Electors,  
C. D. } School Section No. —.

NOTE.—The same notice can be given, in case the Municipal Council neglects to appoint a person to call the first annual school meeting. Care should, however, be taken to insert the description of the section, as embodied in the resolution or by-law of the Municipal Council,—a certified copy of which should be obtained from the Township Clerk for this purpose. A local Superintendent may also call this meeting in case of any neglect or omission to do so. See page 26.

† *Form of Notice of an Annual School Section Meeting to be given by two qualified electors.*

SCHOOL NOTICE.

The Trustees of School Section, No. —, in the Township of —, having neglected to give notice of the Annual School Section Meeting, as prescribed by the twentieth section of the Upper Canada Consolidated Common School Act, the undersigned hereby give notice to the freeholders and householders of the said School Section, that a public meeting will be held at —, on — day, the — day of —, at ten o'clock in the forenoon, for the purpose of electing a fit and proper person as trustee, as directed by law.

Dated this — day of —, 186—.

A. B., } Qualified Electors,  
C. D., } School Section, No. —.

NOTE.—The mode of proceeding, at a School Meeting thus called, is prescribed in this Act. This meeting may also be called by the local Superintendent. See second clause of the twenty-fifth section of this Act.

‡ *[The School Act of 1860 further enacts:]*

11. No person shall be eligible to be elected or to serve as school trustee, who is not a resident assessed freeholder or householder in the school section for which he is elected.

§ *The School Act of 1860 further enacts:*

18. Every person elected as trustee, and who is eligible and liable to serve as such, shall make the following declaration of office before the Chairman of the school meeting:

"I will truly and faithfully, to the best of my judgment and ability, discharge the duties of the office of School Trustee, to which I have been elected."

*[Fine for default, or in case of neglect to make declaration:]*

And if any person elected as trustee shall not make such a declaration within two weeks after notice of his election, his neglect to do so shall be sufficient evidence of his refusing to serve, and of his liability to pay the fine, as provided for in the [preceding] twenty-third section of the said Upper Canada [Consolidated] Common School Act.

sent, expressed in writing, of his colleagues in office and of the local superintendent.

*The School Act of 1860 further enacts that—11. \* \* \** a continuous non-residence of six months from his school section by any Trustee, shall cause the vacation of his office.

*Mode of proceeding in contested Elections in School Sections.*

## 25. Each Local Superintendent of Schools—

(1) Shall, within *twenty* days after any meeting for the election of common school section trustees within the limits of his charge, receive and investigate any complaint respecting the mode of conducting the election,\* and according to the best of his judgment confirm it or set it aside, and appoint the time and place for a new election; and may—

(2) In his discretion, at any time for any lawful purpose, appoint the time and place for a special school section meeting.

**Erratum.**—An error appeared in the *Journal of Education* for September. On page 140, it was stated that the Prince of Wales received and replied to an address, in German, at "Berlin," instead of at *Petersburg*.

## IV. Miscellaneous.

### 1. THE ORPHAN'S DREAM AT CHRISTMAS.

It was Christmas eve—and lonely,  
By a garret window high,  
Where the city chimneys busily  
Spurred a hand's-breadth of the sky,  
Sat a child, in woe—but weeping,  
With a face so small and thin,  
That it seemed too scant a record  
To have eight years traced therein

Oh, grief looks most distorted  
When his hideous shadow lies  
On the clear and sunny life-stream,  
That doth fill a child's blue eyes!  
But her eye was dull and sunken,  
And the whiten'd cheek was gaunt,  
And the blue veins of the forehead  
Were the pencilling of want.

And she wept for years like jewels,  
Till the last year's bitter gall,  
Like the acid of the story,  
In itself had melted all;  
But the Christmas time returned,  
As an old friend, for whose eye  
She would take down all the pictures  
Sketch'd by faithful memory.

Of those brilliant Christmas seasons,  
When the joyous laugh went round;  
When sweet words of love and kindness  
Were no unfamiliar sound;  
When, lit by the log's red lustre,  
She her mother's face could see,  
And she rock'd the cradle, sitting  
On her own twin-brother's knee:

Of her father's pleasant stories,  
Of the riddles and the rhymes,  
And the kisses and the presents  
That had mark'd those Christmas times,  
'Twas as well that there was no one  
(For it were a mocking strain)  
To wish her a merry Christmas,  
For that could not come again:

How there came a time of struggling,  
When, in spite of love and faith,  
Grinding poverty would only  
In the end give place to Death;  
How her mother grew heart-broken,  
When her toll-worn father died,  
Took her baby in her bosom,  
And was buried by his side:

How she clung unto her brother  
As the last spar from the wreck,  
But stern death had come between them  
While her arms were round his neck.  
There were now no living voices;  
And if few hands offered bread,  
There were none to rest in blessing  
On the little homeless head.

Or, if any gave her shelter,  
It was less of joy than fear,  
For they welcomed crime more warmly  
To the selfsame roof with her.  
But at length they all grew weary  
Of their sick and useless guest;  
She must try a workhouse welcome  
For the helpless and distressed.

But she prayed; and the Unsleeping  
In His ear that whisper caught;  
So he sent down Sleep, who gave her  
Such a respite as she sought;  
Drew the fair head to her bosom,  
Pressed the wetted eyelids close,  
And, with softly falling kisses,  
Lulled her gently to repose.

Then she dreamed of angels, sweeping  
With their wings the sky aside,  
Raised her swiftly to the country  
Where the blessed ones abide;  
To a bower all flushed with beauty,  
By a shadowy arcade,  
Where a mellowness like moonlight  
By the Tree of Life was made.

Where the rich fruit sparkled, star-like,  
And pure flowers of fadeless dye  
Poured their fragrance on the waters  
That in crystal beds went by;  
Where bright hills of pearl and amber  
Closed the fair green valley round,  
And, with rainbow light, but lasting,  
Were their glistening summits crown'd.

Then, that distant burning glory,  
'Mid a gorgeousness of light!  
The long vista of Archangels  
Could scarce chasten to her sight.  
There sat One; and her heart told her  
'Twas the same who, for our sin,  
Was once born a little baby  
"In the stable of an inn."

There was music—oh, such music!  
They were trying the old strains  
That a certain group of shepherds  
Heard on old Judea's plains;  
But, when that divinest chorus  
To a softened trembling fell,  
Love's true ear discerned the voices  
That on earth she loved so well.

At a tiny grotto's entrance  
A fair child her eyes beheld,  
With his ivory shoulders hidden  
'Neath his curls of living gold;  
And he asks them, "Is she coming?"  
But ere any one can speak,  
The white arms of her twin brother  
Are once more about her neck.

Then they all come round her greeting;  
But she might have well denied  
That her beautiful young sister  
Is the poor pale child that died;  
And the careful look hath vanish'd,  
From her father's tearless face,  
And she does not know her mother  
Till she feels the old embrace.

Oh, from that ecstatic dreaming  
Must she ever wake again,  
To the cold and cheerless contrast,  
To a life of lonely pain?  
But her Maker's sternest servant  
To her side on tiptoe stept:  
Told his message in a whisper—  
And she stirred not as she slept!

Now the Christmas morn was breaking  
With a dim, uncertain hue,  
And the chilling breeze of morning  
Came the broken window through;  
And the hair upon her forehead,  
Was it lifted by the blast,  
Or the brushing wings of seraphs,  
With their burden as they passed?

All the festive bells were chiming  
To the myriad hearts below;  
But that deep sleep still hung heavy  
On the sleeper's thoughtful brow.  
To her quiet face the dream light  
Held a luring glory given;  
But the child herself was keeping  
Her Christmas-day in Heaven!  
—Dickens' *Household Works*.

### 2. THE MAGIC LANTERN, ITS USES AND CONSTRUCTION.

(See page 188.)

At this season of the year there is no kind of amusement for the long winter evenings more instructive than this ingenious instrument with its appliances. It was formerly used only for exhibiting the grotesque and ridiculous, in a so called magical manner—hence its name—but is now considered of sufficient educational importance to be used in our colleges and schools to illustrate various branches

of knowledge. The magic lantern is remarkable for the simplicity of its construction; and a short description of it will be given explanatory of the manner in which a few magnifying lenses can be so applied as to become an object of interest and instruction. It is a *refracting* optical instrument, and consists of a dark lantern with a funnel or chimney on the top, the funnel being bent for the purpose of intercepting the light in letting out the smoke; it contains a powerful Argand lamp (see engraving Fig. 3) the light from which is reflected by the concave mirror (e) upon the convex lens (d). This further concentrates

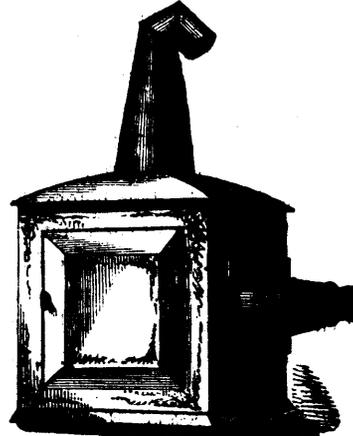


FIG. 1. MAGIC LANTERN.

trates the light upon the slides on which the picture is painted, fig. 2. This picture is inserted in an inverted position in the opening (b); the rays from the illuminated object then enters a sliding tube c, a, with a double convex lens at the end of it (a) and reproduces the picture on an enlarged scale on the screen (f). The sliding tube c, a, can be adjusted to the proper focus, and by this means the picture can be produced, on the screen, of any desired magnitude. To enlarge the picture, it is only necessary to bring the lens closer to the slides and remove the screen to a greater distance; this will, however, diminish its brightness, as the greater the surface over which the light is diffused, the more faint, in proportion, will the picture be.

The slides are usually painted with highly transparent varnish on glass; but by the aid of photography, photographic views of the most beautiful description have been prepared for the lantern, some of which can now be procured, with all the necessary apparatus, from the Depository in connection with the Educational Department.

There are two ways of exhibiting the magic lantern: in the first the lantern is placed in front of the screen; in this case the picture is seen by aid of the light which is reflected from the screen, after having been projected upon it by the lantern. Care must be taken that no light penetrates through the screen, since such light would be lost and the picture made proportionally more faint. The best sort of screen, in exhibitions of this sort, is one of white paper pasted on canvass and stretched on a frame, or what is still preferable, a white wall may be used with better effect. When the magic lantern is used more for amusement than in-



FIG. 2. SLIDER WITH MAP.

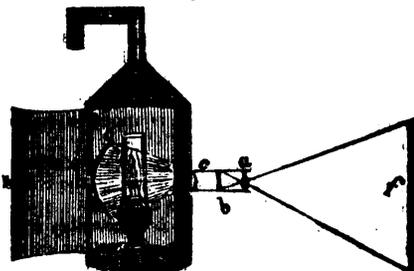


FIG. 3. SECTION OF LANTERN AND SCREEN.

\* *The School Act of 1860 further enacts that—*

13. It shall be the duty of a local superintendent of schools to receive, investigate, and decide upon any complaints which may be made in regard to the election of school trustees, or in regard to any proceedings at school meetings; *Provided* always, that no complaint in regard to any election or proceeding at a school meeting shall be entertained, unless made in writing within *twenty* days after the holding of such election or meeting.

struction, a semi-transparent screen is the best, the lantern being placed on one side of it and the spectators on the other. In this case it should be made of white muslin or calico suspended from a beam or frame, at a convenient distance from the wall, its transparency being increased by wetting it well with water; or, a transparent screen may be prepared by spreading white wax, dissolved with spirits of wine, or oil of turpentine, over the muslin, this has the advantage of being always ready for use and can be rolled up without injury.



FIG. 4. SLIDER WITH VOLCANIC ERUPTION.

To prepare the lantern for exhibition, the lamp must be furnished with a cotton wick (which should never be used twice) and trimmed in the usual manner. In order to supply the lamp with oil, the reservoir must be removed from the cistern, and a small quantity of oil poured into the latter, so as to cover the hole at the bottom and well saturate the cotton wick. The reservoir should then be filled with the best sperm oil, and replaced in the cistern. If 2 oz. of powdered camphor be put into a pint of oil it will add greatly to the brilliancy of the light obtained.

Before using the lantern the lenses should be taken out and wiped, so as to remove any dust or moisture that might be on them; the lamp glass must be also cleansed previous to placing it on the lamp, and the reflector brightly, but very carefully polished.

The lamp having been lighted and a clear light obtained free from smoke, the lantern may be placed at a distance of from eight to ten feet from the screen, according to the size of the lenses; should it not throw a clear and well defined disc of light on the screen, move the lamp a little backward or forward until this is satisfactorily effected, a slide may then be put into the groove and focussed by moving in or out the brass tube until the picture is perfectly clear and distinct.

In addition to the slides given above another very beautiful kind of illustration suitable for the magic lantern is the chromatrope (see fig. 5.) The varieties of this kind of slide are endless, showing every combination of waved and curved coloured lines.

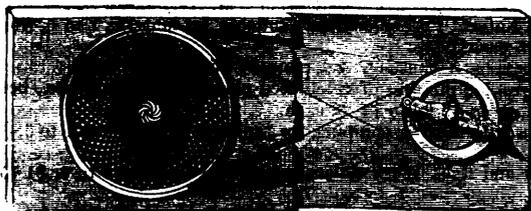


FIG. 5. CHROMATROPE SLIDER, WITH RACKWORK.

Dissolving views are exhibited by means of two lanterns. A sliding cover is placed in front of the nozzle of each of the lanterns, and these are moved simultaneously in such a manner, that when the nozzle of one lantern is completely opened, that of the other is completely closed, so that, accordingly as the former is gradually closed, the latter is gradually opened.

It is necessary to make the discs from both lanterns perfectly coincide on the screen—should the edge of one disc show beyond the edge of the other, move the lantern sideways—it being necessary to place one of them at an angle which will vary according to the distance from the screen.

To illustrate the optical effects produced by two lanterns in this way, let us suppose one picture represents a church and bridal party in summer, another picture of the same size with the church and a funeral in winter. If the cover of the nozzle of the lantern containing the summer scene be gradually closed and the other gradually opened, the effect will be that the summer picture will gradually assume the appearance of approaching winter, this change going on until the picture on the screen represents a winter scene, and the procession will undergo similar change. Many beautiful effects may be shown in this manner, such as buildings illuminated, ships in storm and calm, watermills, falling snow, lightning, rain-bows, and other atmospheric phenomena.

The Oxycalcium light is often employed with these lanterns and is a great improvement on the oil lamp. It is produced by a jet of oxygen passing through the flame of a spirit lamp, and impinging upon a cylinder of lime; it is of intense brilliancy, scarcely inferior to the oxy-hydrogen light, at one-half the expense, and may be used without the slightest danger.

## V. Short Critical Notices of Books.

— HISTORY OF CANADA. In 3 Vols. Montreal: John Lovell.—To the active and enterprising zeal of Mr. Lovell, the well-known printer and publisher of Montreal, we are indebted for a handsome edition in three volumes of this "History of Canada, from the time of its discovery till the union year, (1840-1.)" It is translated from the last six volume edition of M. Garneau's *Histoire du Canada*, by Mr. Andrew Bell, and is accompanied with illustrative notes by its English editor. In his preface, the editor says that, "the reproduction in English of M. Garneau's history is a moderately free, rather than a strictly literal, translation of that work;" but, "as regards the text, the tenor of the author's narrative has been scrupulously observed, although in a number of places some of his sentences have been abridged." As to the scope of the work itself, the author in his preface says, that "Although the present work is, in name, a history of Canada only, it includes the annals of all the French Colonies on the continent of America." This makes M. Garneau's history the more valuable; for to estimate fully the whole scheme of French Colonization on this continent, it is necessary for us to take an extended survey as presented in this work, of the whole ground occupied by the French in America, and to study attentively, from a French-Canadian point of view, their efforts to promote the early settlement of Canada, and to establish those political, social and religious institutions which remain among us in a great degree to this day. We need scarcely say that the paper is good, the type clear, and the printing (like all which issues from Mr. Lovell's press,) excellent. For his enterprise in contributing this valuable addition to our scanty list of Canadian works, Mr. Lovell deserves liberal encouragement on the part of the public, and a speedy demand for this history.

— LEWES'S PHYSIOLOGY OF COMMON LIFE. 2 vols. New-York: D. Appleton & Co. Mr. Lewes is already known to our readers by his other works on kindred science. (See page 137 of the *Journal* for October.) In this work he has succeeded admirably in popularising a branch of science which has until the last few years been considered as strictly professional, and not adapted to the generality of readers. He takes up the subjects of physiological life (such as hunger, thirst, &c.) in a simple and natural order, and illustrates them in an entertaining and agreeable manner. The illustrations are numerous and well executed, and the typography is good.

— POPULAR PREACHERS OF THE ANCIENT CHURCH.—London: James Hogg and Sons. This book consists of an interesting series of biographical sketches of "the Popular Preachers of the Ancient Church: their Lives, their Manners and their Work." By the Rev. William Wilson, M.A." The sketches include those of Cyprian, Ambrose, Augustine, Basil, Gregory and Chrysostom; and are designed, says the Author, to exhibit them "in aspects more congenial to the sympathies of modern evangelical Christians than those which are brought prominently forward by the servile admirers of the Fathers." In addition to a popular sketch of the lives of these famous divines, the author has added brief examples of their style of preaching, and several illustrations. The book is attractive in its style and appearance.

— ANDERSEN'S SAND-HILLS OF JUTLAND.—Boston: Ticknor & Fields. This work contains eighteen of Hans Christian Andersen's Danish stories, written in his most attractive and entertaining style. The type, paper and printing are admirable.

## VI. Educational Intelligence.

— ANNUAL CONVOCATION OF TRINITY COLLEGE.—The Annual Convocation of Trinity College was held on Thursday, in the Hall appropriated for that purpose. There was a large attendance of friends of the institution, including many ladies:—The Chancellor, Sir J. B. Robinson presided. The following degrees were conferred:—B.A.:—Joel Lanton Bradbury, Rev. Richard Homan Harris, John Douglas, Rev. Francis Tremayne, Rev. James Smyth, B.D. *ad eundem*:—Rev. John Carry, [Bishop's College, Lennoxville.] M.A.:—Rev. John Strutt Lauder, Robert Morris, Charles Ingersoll Benson. The following students matriculated:—Bogert, First Foundation Scholar; Montmorency, Second do.; Givins Cameron, Scholar; Richardson, Third Foundation Scholar; Maddem, Fourth do.; Auston, Briggs, Dixon, Farmer, Lindsay, Loring, Sprague. John McLeary was admitted to a Church Society's Scholarship. The Rev. J. Gunne, Mr. S. Jones, and Mr. Wells passed the

Matriculation Examination in October. The following prizes were presented by the Chancellor:—Chancellor's Prize for First Class in Classical Honours—1859, C. J. S. Bethune, B.A. Prize in Moral Science Examination—Rev. J. Cayley, B.A. The Bishop's Theological Prize, June Examination, 1860, Rev. J. McNeely, B.A. Third Year—Prize in Classics—J. L. Bradbury, B.A. Second Year—Prize in Classics—L. Evans. Mathematics—Harrison. Dr. Fuller's Reading Prizes—1st Prize—C. H. Badgley, B.A. 2nd Prize—Rev. J. McNeely, B.A. English Essay—L. Evans. English Verse—Bradbury. Third Year, Chemistry and Geology—Douglas. Second Year, do.—E. Henderson. First Year, Chemistry and Experimental Philosophy—Fraser. [Essay and Verses read]. As the result of the Examination in June last, the following Scholarships to Freshmen of 1859: Wellington Scholarship, Fraser; Burnside Scholarship, Forneri; Allan Scholarship, Jessup; Dickson Scholarship, A. Baldwin.

— THE ASSOCIATION OF THE UNIVERSITY OF TRINITY COLLEGE.—A meeting of the graduates of Trinity College was held in the College on Thursday, 15th inst., for the purpose of organizing an Association of the graduates and ex-students of the College, to be called "The Association of the University of Trinity College." A constitution for the Association was adopted, and the following officers were elected:—President—S. J. Van-koughnet, B.C.L. Vice-President—Rev. A. J. Broughall, M.A. Treasurer—Rev. A. Williams, B.A. Secretary—Rev. W. E. Cooper, M.A. Committee—Revs. C. E. Thomson, M.A.; J. Langtry, M.A.; J. J. Bogert, M.A.; L. D. Phillips, M.A.; and Messrs. H. W. Murray, M.A.; C. Patterson, B.A., and C. Badgley, B.A. The President requested to address a circular to the clergy and others known to be favourable to the University, asking them to take steps for the foundation of scholarships or exhibitions in their several districts. The Association unanimously resolved to present an address of congratulation to the Rev. G. C. Irving, M.A., Vice-Provost of the College, upon his return to the University.

— VISITORS AT THE EDUCATIONAL DEPARTMENT.—W. S. Lindsay, Esq., a member of the English House of Commons, and R. Chambers, Esq., publisher of Edinburgh, while in town visited the Educational Department.

— THANKSGIVING DAY.—A late number of the *Canada* [official] *Gazette* contained a proclamation naming the 6th of December as a day of general thanksgiving for the bountiful harvest. The holiday has been observed in the public schools.

## VII. Literary and Scientific Intelligence.

— THE HAYES' ARCTIC EXPEDITION.—The American Arctic Expedition under Capt. Hayes which left the United States in July, reached Disco [Greenland] in 24 days. Capt. Hayes intends proceeding northward as soon as possible. He says:—"Early next spring we shall push forward advance depots, and, should we find either ice or water, we shall endeavor to accomplish, with boats or sledges, or with both, the chief object of the voyage before the close of the summer. If this fortune awaits us, we shall then return home without unnecessary delay. I do not, however, anticipate this result; but I expect we shall be detained two winters. I shall endeavor by every means to avoid a third year's absence. We carry with us, however, food and fuel for that period; and, in the event of our being so long detained, I do not fear adverse results.

— EARTHQUAKE IN CANADA.—An earthquake was felt on the vast area of the continent of America, on the 17th of October. There were several shocks at different times, but the most violent was felt at a quarter before six in the morning. This convulsion seems to have been felt with various degrees of intensity at the same moment, from Portland to Montreal in a northern direction, and from Toronto to Gaspé in an eastern direction. Although the shock was sufficient to throw light objects about within houses and to cause the fall of stones from chimneys, and of tiles from roofs, it does not appear that any serious accident happened anywhere. Reports vary as to the duration of the phenomenon.

## VIII. Departmental Notices.

### TO LOCAL SUPERINTENDENT'S.

As intimated last month, the yearly and half-yearly blank forms of Report for Trustees of School Sections, have been sent out to the County Clerks for distribution to the various Local Superintendents. A copy of the Chief Superintendent's Report was also sent enclosed in the parcel.

## MAGIC LANTERNS AND SLIDES.

For Sale to the Public Schools at the Depository in connection with the Educational Department for Upper Canada.

(For explanatory illustration, see page 186.)

NO. 1. IMPROVED DISSOLVING VIEW APPARATUS. Price \$160.—The set includes two Phantasmagoria Lanterns, with lenses  $3\frac{1}{2}$  inches in diameter, and very powerful Argand Fountain Lamps and Reflectors for Oil; Oxycalcium Light apparatus, consisting of Fountain Spirit Lamps, India-rubber gas bag, pressure board, retort and purifier for making the gas, flexible tube, lime cylinders, &c., gas microscope to attach to Lantern, with 12 sliders; water box; and twenty-seven sliders illustrating the following subjects, viz:—English views, Snow Storm, Watermill, Bethlehem Star, Snow Village, Soldiers' dream, Ship in Storm, &c., Mosque of Omar, and Niagara.

No. 2. PHANTASMAGORIA LANTERN with  $3\frac{1}{2}$  inch lenses and Oxycalcium light apparatus same as above, without microscope or sliders, price \$45.

No. 3. MAGIC LANTERN with condensing lenses, four inches diameter, mounted in brass cell  $2\frac{1}{2}$  inch meniscus magnifying lenses, solar lamps silvered reflector, spring slider holder, and brass sliding tube. Pictures from  $2\frac{1}{2}$  to  $3\frac{1}{2}$  inches are shown clearly and distinctly 8 to 12 feet diameter on screen, price \$30.

No. 4. PHANTASMAGORIA LANTERN,  $3\frac{1}{2}$  inch lenses with Fountain Argand Lamp and Reflector, and rack and pinion adjustment to the focus tube. Pictures from  $2\frac{1}{2}$  to 3 inches shown distinctly 8 to 10 feet in diameter, \$17.

No. 5. PHANTASMAGORIA LANTERN without rack and pinion adjustment. Price \$15.

No. 6.—MAGIC LANTERN.—3 inch lenses with Argand Lamp and Reflector; of superior construction, \$10 50.

No. 7.—MAGIC LANTERN.— $2\frac{1}{2}$  inch lenses, with Argand Lamp and Reflector, \$7 50.

No. 8.—MAGIC LANTERN.—With lamp and reflector, \$3 25.

### MAGIC LANTERN SLIDERS.

1. 14 inch Astronomical Diagrams on sliders for showing the position, size and principal phenomena of the solar system; 3 inches in diameter suitable for lanterns 1 to 6, per box, from \$24 to \$10.
2. 12 inch Astronomical Sliders, suitable for lanterns 6 and 7, \$8.
3. 14 inch Natural History sliders, suitable for lanterns 1 to 6, per box, \$8.
4. 12 inch Natural History sliders, suitable for lanterns 6 and 7, per box, \$5 50.
5. 14 inch Scripture History sliders, suitable for lanterns 1 to 6, per set in box, \$14.
6. 12 inch Scripture History sliders, suitable for lanterns 6 and 7, per set in box, \$8 80.
7. 3 inch sliders of celebrated buildings, English views, Ruins and abbeys, India, China, Arctic Regions, Russian War, Holy Land, Egypt, Missionary Scenes, Natural Phenomena, &c., suitable for lanterns 1 to 6, from \$1 50 to \$3 75 each.
8. Photographs of Statuary &c., plain \$1 25 to \$1 75, each.
9. Photographic pictures of celebrated places, oil paintings &c., beautifully colored, from \$2 20 to \$3 25 each.
10. Views with moving shipping, &c., suitable for lanterns 1 to 6, \$2 25 to \$3.
11. Lever and Rack Work sliders, suitable for lanterns 1 to 6, \$1 75 \$2 50, each.
12. Chromatropes or artificial fire works, suitable for lanterns 1 to 6, \$2 50 to \$3 75, each.
13. Robinson Crusoe, set of 6 sliders, suitable for lanterns 1 to 6, \$4.
14. 14 inch Amusing sliders, set of 12 in a box, suitable for lanterns 3 to 6 \$8.
15. Moveable comic and other sliders, for lanterns 1 to 6, 55c. to 70c., each.
16. Set of 12 Zoological sliders, suitable for lantern No. 8, price \$3 60.
17. Set of amusing sliders. suitable for lanterns No. 8, per box of 12 sliders \$1 to \$2 25.

A TEACHER of long experience and thorough knowledge of his profession, holding a 1st Class Certificate, wishes to obtain a SCHOOL. He is competent to teach the French, Latin, and Greek languages. Address (stating salary), "X. Y. Z., Ancaster, O.W." *4ls.1t.pd.1d.*

### THIS DAY IS PUBLISHED,

Price Twenty Cents,

A SUMMARY OF CANADIAN HISTORY, FROM THE TIME OF CARTIER'S DISCOVERY TO THE PRESENT TIME; with Questions adapted to each paragraph, for the use of Schools.

BY J. A. BOYD, B.A., TORONTO.

JAMES CAMPBELL,

And all Booksellers in Canada.

Toronto, October, 1860.

10ls. sts. ond. pd.

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

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

# SUPPLEMENT

TO THE

## Journal of Education for Upper Canada.

*To the Teachers of Canada, Local Superintendents, and the Friends of Education generally :*

Because of a resolution passed at the October meeting of the "County of York Teachers' Association," appointing a Committee to agitate the question of a Provincial Teachers' Association, we take the liberty of addressing you on the subject.

The members of the County of York Teachers' Association, believing that the present is a favourable time for the Teachers of Canada to follow the example set them by the teachers of other countries by forming themselves into a National Association, have taken upon themselves the task of agitating the matter, and of bringing the desirability of such an organization before the teachers of the country, and are happy in being able to state that the movement has received the approval of the most prominent teachers in the Province, among whom are the Head Masters of the *Provincial Normal* and *Model Schools*. The benefits resulting from such institutions are manifold; and they have been found in other countries to exert a beneficial effect upon the profession of Teaching.

Satisfied that the influence of such a yearly conference of teachers would exalt the profession, and tend to place the teachers in their true position, the County of York Teachers' Association most earnestly and respectfully invites your co-operation in the matter—Believing that it is a duty which we owe to our country, and the profession to which we belong, to aid in elevating Canadian Teachers to a position consonant with their onerous duties, and to support every movement tending to better the profession. We are convinced that these unions of teachers cannot fail to be beneficial in keeping teachers alive to the great importance of their calling, the tendency among the members of which, unhappily, is to contract a routine and mechanical method of imparting instruction. This arises, we believe, in a measure from the peculiar circumstances in which we are placed as a profession—our calling separates us from each other—we are professionally isolated—all our fellow-laborers are engaged in teaching at the same time as we are—if we want to visit a neighbouring school, we are compelled to suspend the business of our own; the frequency of which would mar our success; so that notwithstanding the great benefits to be derived from mutual visits, for the above reason, coupled with the limited numbers of schools within visiting distance, the good derived from reciprocal professional calls is very limited; because such visits are few and almost impossible. But yearly conferences of teachers, if properly sustained and managed, are admirably adapted for the purpose of awakening our flagging zeal, and for bringing before the teachers the best methods of instruction. Model classes are there conducted by the most eminent and successful in the profession. The following are short sketches and notices of Teachers' Associations in different countries—the opinions of well known educationists—together with the Constitution of the National Teachers' Association of the United States. As the object of the preliminary meeting, which is to be held in Toronto on the twenty-fifth day of January, 1861, is to organize a provincial association and to draft a constitution, it is hoped that the following sketches and constitution will convey some information which may aid teachers to come prepared—we hope that every teacher [male and female] will come ready to take up the matter with energy and good will.

The Law of Prussia, in reference to Associations, is "The Provincial Consistories are required to choose able and zealous clerical inspectors, and to engage them to form and direct great associations between the masters of the town and rural schools, for the purpose of fostering among them a feeling of interest in their profession, of furthering the further development of their education, by regular reunions, by consultations, conversations, practical treatises, study of particular branches of instruction, and discussions on treatises read aloud in their public assemblies." James Kay, Esq., M.A., of Trinity College, Cambridge; Barrister-at-law, and late Travelling Bachelor of the University of Cambridge, says of the Prussian Associations:—"In order to increase the feeling of union and brotherhood which already exists in a high degree among the Prussian teachers, and in order to encourage them to renewed exertions, and to diminish as much as possible the feeling of isolation which must always exist in some degree, where an educated man finds himself placed in a solitary country parish, surrounded by peasants less cultivated than himself, and cut off from the literary society to which he had been accustomed at the Normal college, the government promotes the frequent holding of teachers' conferences, for the purpose of mutual improvement and encouragement. These conferences are held very often, over the whole of Germany, Switzerland, France and Holland, and the benefits resulting from them are very great indeed \* \* \* \* \* This plan of debating at the conferences, on methods of instruction, makes the teachers think and stimulates them to enquire how they can impart instruction in the most efficient manner. \* \* \* \* \*

\* \* \* I was present at one of these teachers' conferences. It was attended

not only by the teachers from primary schools, but also by professors from the superior schools and colleges, and was presided over by the director of a normal college. *I do not think the importance of these meetings can be exaggerated.* \* \* \* \* \* In France and South Germany they have so strongly felt the importance of these meetings, that the expenses of the teachers in travelling to them are borne by the government; and in Holland and the Duchy of Baden the government inspectors assist at them and join in the debates."

Mr. Woodbridge, in speaking of the Berne Cantonal society of Teachers has the following:—"This society was formed by the teachers assembled for instruction at Hofwyl in the summer of 1832, and consisted of 154 members, with few exceptions teachers of ordinary schools. Fellenberg was chosen president; and Vehrli the excellent teacher of the farm pupils of Hofwyl, vice-president. Its constitution presents, as the great objects of the society, union and co-operation in promoting the education of the people and elevating the character of the schools. The means proposed were, free communications between its members, consultations concerning the best mode of advancing the cause of schools and improving the condition of teachers. \* \* \* \* \* They urge that every branch of instruction, from the highest to the lowest, be discussed at these meetings; and that there should be a steady effort among the teachers to *advance in knowledge and skill.*" The following is from the report of Dr. Ryerson in 1846, *On a System of Public Elementary Instruction for Upper Canada*. "Another important agency in the advancement of elementary Education—the existence as well as usefulness of which depends upon voluntary exertions—are the Meetings or Conferences of Teachers and other local administrators of the School Law—especially Superintendents and Visitors.

Such Conferences are held in France by a Special order of the Royal Council, which points out the members, the subjects, the modes of proceeding as well as the objects of them. They have already been productive of the happiest results in that country, although the regular establishment of them did not take place until February 10th, 1837. In Germany they constitute a prominent feature and means of both educational development and improvement. The first scholars and educators in Germany attend them; any thing new in the history of Education is warranted—discoveries, or improvements, or suggestions as to methods of teaching are stated and discussed; addresses by persons previously appointed are delivered; and all matters relating to the instruction and education of the people are proposed and considered. Some of the finest educational discourses which have ever been published were first delivered at these conferences. Such Conferences are now common in the States of Massachusetts and New York and are attended with the happiest effect. In Prussia as well as in France, the Government attaches the greatest importance to these conferences, and sedulously encourages them; and the holding of such meetings in the several districts of this Province under proper regulations, would, I am confident, contribute largely to the improvement of Teachers, and to excite in the public mind an increased interest in the education of the young." On this point the following remarks of the *Prize Essay of the London Central Education Society*, are worthy of grave consideration—especially in a country where the Teachers have not received a Normal School training. Mr. Lalor says, "The principle of association is peculiarly applicable to the science of Education. Conferences of Teachers might be easily prevented from degenerating into Debating Clubs or Convivial Meetings. Induced to come together at proper intervals, and under judicious arrangements, the association would furnish the strongest incentives to their zeal and industry. The sympathies of a common pursuit, the interchange of ideas, the communications of new discoveries, could not fail to make the meeting delightful. At present, practical knowledge of the most important kinds, acquired by long lives spent in teaching, goes out of the world with its possessors; there being no easy mode of communicating it to others; or (what is, perhaps, more important,) no means of giving it that degree of development which would show its value. Conferences of Teachers would suffer no man's experience to be lost. Every hint would be taken up and followed out by investigation. The resources of each would be drawn out; and men would learn the command of their powers, and the manner of keeping their position in society. The most accomplished minds would give a tone to the others; roughness and peculiarities of manners would be rubbed off, and each would feel that he was not solitary and unconnected, but a member of an important body. When men of common interests meet together, the topics which concern them most nearly must engage a share of their attention. If there be any grievance it will assume a distinct shape by discussion, and be put in the way of redress; if any improvement of condition be practicable, their

joint consideration will be most likely to effect it. All this tending to make them feel their own rights and strength must also ensure greater consideration from society. The sagacity of the Prussian Government, so strikingly displayed in its organization of public education, makes the utmost use of this principle of association. The Conferences of Schoolmasters, without coercive interference, which would deprive them of their chief advantages, are promoted and encouraged by every means in its power." We will add a few extracts from the published minutes of the United States National Teachers' Association, to show what consideration it receives at the hands of the citizens of the adjoining Republic. In the first annual report we have: "A. J. Rickoff, Esq., City Superintendent of Schools, Cincinnati, in a whole-souled address, gave the Association a hearty welcome to the Queen City of the West. Teachers of the East and West had met in Cincinnati, the midway point, to greet each other for the first time, and express the hope that the results of the convention would prove beneficial alike to delegates and to the community. He regarded the organization of the National Teachers' Association, as the enunciation of the educational idea of the age." "Rev. Anson Smyth of Columbus, State Commissioner of Schools for Ohio, followed Mr. Rickoff, and in the name of the people of Ohio welcomed the Association to the Buckeye State, and congratulated the Association on the glorious future of the cause of education, and the large and important field of usefulness before the Association. President Richards responded to the addresses of Messrs. Rickoff and Smyth, thanking them for their courtesy and cordial sympathy in the objects of the Association." This, its first annual meeting, was held August 1858; in 1859 it met at Washington, D. C., and in 1860 at Buffalo. We copy from the minutes of 1859, "Z. Richards, Esq., of Washington, introduced to the Association his Honor J. G. Berret, Mayor of Washington, who, in an eloquent address dilated on the general educational interests of the country, and the character of the teachers. His Honor concluded by giving the Association a hearty welcome to the hospitalities of the city. S. Yorke AtLee, Esq., was next introduced on behalf of the Board of Education of the city, and gave a cordial greeting to the Association, expressing great interest in its objects, and sympathy and co-operation in its labours. The President responded to the welcome of the address of his Honor the Mayor, and the greeting of Mr. AtLee, thanking them for their reception of and interest in the Association so heartily tendered. \* \* \* The hour having arrived that had been named by the President of the United States in which he would receive the members of the Association in the Executive Mansion, the Association adjourned in order to make the call. The Association, then, in a body, repaired to the White House, and were ushered into the East Room. On the entrance of his Excellency, Mr. Rickoff, the President of the Association, and his lady, advanced to meet him, and, on being introduced, addressed him on behalf of the Association, expressing the great pleasure all feel in paying their respects to the Chief Magistrate of the Republic, and expressing the hope of his sympathy in the educational reforms of the day. His Excellency, in reply, expressed the great pleasure he felt in receiving this visit from the Association. To the teacher he accorded all honour. The only safeguard for the country, he remarked, is education founded upon the principles of pure christianity and true religion. Without religion there can be no prosperity, no liberty, no advancement in real knowledge. After wishing the Association great success and prosperity, his Excellency was introduced to the several members of the Association present. In 1860 it was welcomed to the City of Buffalo by Mayor Alberger.

Fellow Teachers, with you it remains to say whether we shall make use of this principle of association, for the advancement of the cause of education in our land, and for the improvement of our profession. Let us not be slow to move—the work is voluntary—let us show to our fellow-citizens that the work of educating and training which they have committed to us, has not fallen into unworthy hands. Let us show that we are engaged earnestly in our work, and willing to benefit by all the aids within our reach. Teachers of Canada, let us show that we appreciate the advantages which as a class we enjoy, and now that we are called upon to advance our country's good that we will not be remiss. All teachers and Local Superintendents are respectfully solicited to exert themselves in endeavouring to assemble the teachers of their respective Towns, Cities, Townships or Counties, to appoint delegates to attend the preliminary meeting to be held in the Court House, Toronto, on the 25th Jan., 1861, at 11 o'clock, A.M., and in the event of failing to induce the teachers of their respective Town, City, Township or County to appoint delegates, we hope they will attend themselves. All teachers, whether delegates or not, are most cordially invited to attend the above meeting.

All communications in reference to this circular to be addressed to the Secretary, and pre-paid.

The press of Canada will confer a favour on the County of York Teachers' Association and the profession generally, by noting the objects, place, and time, of the preliminary meeting mentioned in the above circular.

Trustees who may receive this will please forward it to the teacher without delay.

By order of the Committee,

WM. HENRY IRWIN, Chairman.

ROBERT ALEXANDER, Secretary.

Newmarket,  
County of York.

County of York,  
December, 1860.

The following is a copy of the constitution of the U. S. National Teachers' Association:

PREAMBLE.

"To elevate the character and advance the interests of the profession of teaching, and to promote the cause of popular education in the United States, we, whose names are subjoined, agree to adopt the following CONSTITUTION.

"ARTICLE I. *Name*.—This Association shall be styled the "National Teachers' Association."

"ART. II. *Members*.—Any gentleman who is regularly occupied in teaching in a public or private elementary school, common school, high school, academy or scientific school, college or university, or who is regularly employed as a private tutor, as the editor of an educational journal, or as a superintendent of schools, 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 number 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 the Association, upon paying Two Dollars and signing this Constitution.

Upon the recommendation of the Board of Directors, gentlemen may be elected as Honorary Members by two-thirds of the members present, and as such shall have all the rights of Regular Members, except those of voting and holding office.

Ladies engaged in teaching may, on the recommendation of the Board of Directors, become Honorary Members, and shall thereby possess the right of presenting, in the form of written essays (to be read by the Secretary or any other member whom they may select,) their views upon the subject assigned for discussion.

Whenever a member of this Association shall abandon the profession of teaching or the business of editing an educational journal, or of superintending schools, he shall cease to be a member.

If one member shall be charged by another with immoral or dishonourable conduct, the charge shall be referred to the Board of Directors, or such a committee as they shall appoint, and if the charge shall be sustained by them, and afterwards by two-thirds of the members present at a regular meeting of the Association, the person so charged shall forfeit his membership.

There shall be an Annual Fee of One Dollar. If any one shall omit paying his fee for four years, his connection with the Association shall cease.

A person eligible to membership, may become a Life Member by paying, at once, Ten Dollars.

ART. III. *Officers*.—The Officers of this Association shall be a President, twelve Vice-Presidents, a Secretary, a Treasurer, and one Counsellor for each State, District, or Territory represented in the Association. These officers, all of whom shall be elected by ballot, 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 from their own number 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, and enjoy such privileges as by custom devolve upon and are enjoyed by a presiding officer. In his absence, the first 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 notify each member of the Association or Board; 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 may 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 Directors or of the Association; 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 bonds for the faithful discharge of his duties as may be required by the Board of Directors.

The Counsellor 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 meeting; and shall do all in their power to render it a useful and honourable institution.

"ART. IV. *Meetings*.—A meeting shall be held in August, 1858, after which the regular meetings shall be held annually. 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 at the place and two hours before the time of the assembling of the Association, and immediately after the adjournment of the same. Special meetings may be held at such other times and places as the Board or the President shall determine.

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

"ART. 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 alteration or amendment have been substantially proposed at a previous regular meeting."

The foregoing is a true copy of the Constitution.

J. W. BULKLEY, Secretary.