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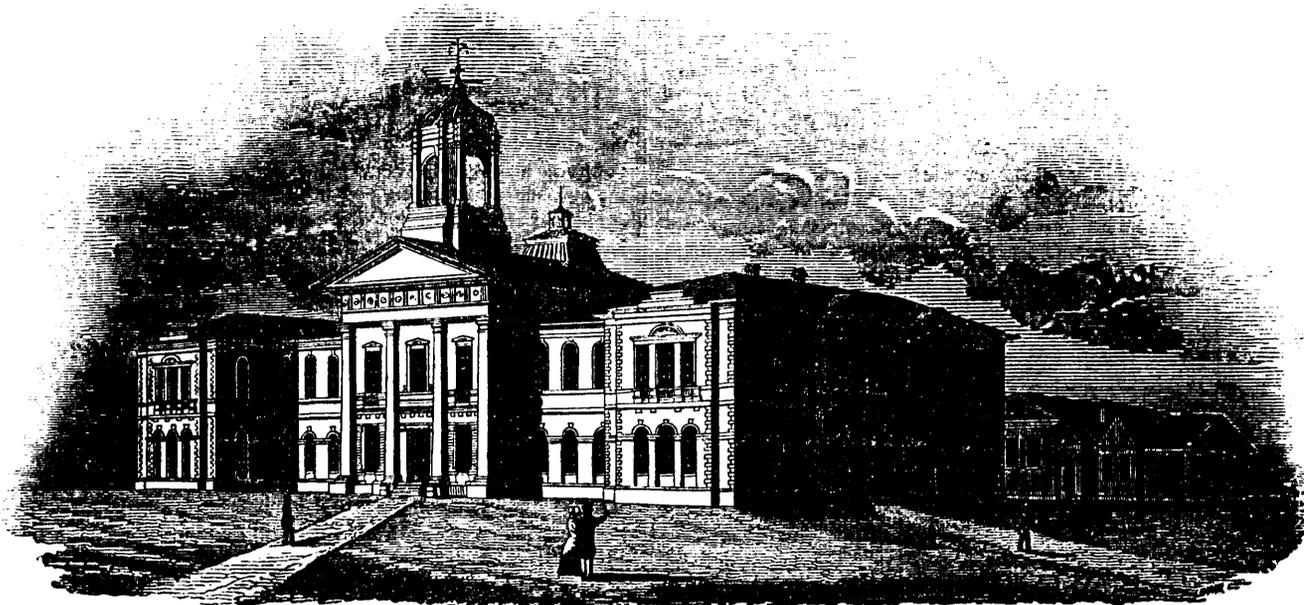
FOR

Upper  Canada.

Vol. IV.

TORONTO, JULY, 1851.

No. 7.



PERSPECTIVE VIEW OF THE NEW NORMAL SCHOOL AND EDUCATION OFFICES FOR UPPER CANADA.

For plan of interior arrangements, see page 100.

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CEREMONY OF LAYING THE CHIEF CORNER STONE OF THE NEW NORMAL AND MODEL SCHOOLS AND EDUCATION OFFICES FOR UPPER CANADA.

The ceremony of laying the Chief Corner Stone of the New Normal and Model Schools for Upper Canada, took place on Wednesday, July 2nd, in the presence of a very large body of spectators. A capacious enclosure had been constructed, having at its west end a covered platform, decorated with flags, for the reception of His Excellency the Governor General. At the opposite end, seats were provided for the accommodation of ladies, of whom there was a large gathering; on the south side, were members of the Provincial Legislature and of the Corporation of Toronto, with the Clergy and other professional gentlemen; while the mass of spectators occupied the vacant space on the north side. A guard of

honour of the 71st Highland Light Infantry was on the ground with the Band of that Regiment.

At half-past 12 o'clock, His Excellency the Governor General arrived, accompanied by the Countess of Elgin, Lady Elma Bruce, and Col. and Mrs. Bruce. Their Excellencies and suite were received by the Council of Public Instruction for Upper Canada, and conducted to the platform; the Band meanwhile playing the National Anthem. Around their Excellencies on the platform, besides the Members of the Council of Public Instruction, were the Hon. J. Bourret, President of the Executive Council; Hon. R. Baldwin, Attorney General, U. C.; Hon. F. Hincks, Inspector General; Hon. J. Leslie, Provincial Secretary; Hon. J. H. Priece, Commissioner of Crown Lands; Hon. J. Morris, Post Master General; Hon. R. E. Caron, Speaker of the Legislative Council; Hon. A. N. Morin, Speaker of the Legislative Assembly; Hon. Chief Justice Robinson, Hon. Judge Burns, Hon. Vice-Chancellor Spragge, Hon. P. B. deBlacquiere, Chancellor of the University of Toronto; Sir Allan N. MacNab, Hon. W. Badgley, Hon. H. J. Boulton, Hon. H. Sherwood, Hon. W. Robinson, J. S. MacDonald, Esq., Solicitor General, U. C.; L. T. Drummond, Esq., Solicitor General L. C.; Sir Hew Dalrymple, Bart., and other members of His Excellency's staff.

The members of the Council of Public Instruction were severally introduced to the Governor General by the Rev. Dr. Ryerson, as follows, viz. :—

The Right Reverend A. F. M. de Charbonnel, D.D., the Reverend H. J. Grasett, A. M., Joseph C. Morrison, Esq., M. P. P., Hugh Scobie, Esq., James S. Howard, Esq., and the Reverend John Jennings.

Also the Architects, Frederic W. Cumberland, Esq., and Thos. G. Ridout, jr., Esq.; and Mr. J. Metcalfe, of the firm of Metcalfe, Wilson and Forbes, the Contractors.

The following appropriate prayer was offered up by the Rev. H. J. Grasett, A. M., a member of the Council:—

O Lord God, infinitely wise and good, who teachest man knowledge and givest both the skill and power to accomplish our purposes, look down, we beseech Thee in Thy infinite goodness, upon the work which we are about to commence.

We beg Thy blessing upon our undertaking. Prevent us, O Lord, in all our doings with Thy most gracious favour, and further us with Thy continual help; that in this, and in all our works begun, continued, and ended in Thee, we may glorify Thy holy name, and finally by Thy mercy, obtain everlasting life.

Grant, O most merciful Father, that the School we are about to erect may ever acknowledge Thee as its great Builder, our blessed Saviour himself being the chief corner stone. On Thy holy word we lay the foundation, in full trust that so long as it is established upon this rock, it shall stand forever the monument of Thy goodness and loving kindness.

Mercifully vouchsafe to it a bountiful measure of Thy richest grace, and grant, O Lord, grant that it ever may prove a blessing to the land, training up Teachers who shall have not only the qualifications necessary to their important calling, but a due sense of the motives from which they should act, and the ends which they ought to seek, in the whole course of their life. Grant also, that the children who shall here be taught, may not only be instructed in sound and useful learning, but also be trained up in the way in which they should go, and when they are old not depart from it, so that they may live in the true faith and fear of God, in dutiful allegiance to the Queen, and in brotherly love and Christian charity.

We pray that Thy blessed Word may ever be the standard and the guide in all our plans for this end, and the sure foundation of all our instruction; that we may seek first the Kingdom of God, and Thy righteousness, and then expect every other good.

May the children of many generations, within the walls about to rise, be taught that knowledge which alone can make them wise unto salvation—the knowledge of Thee, whom to know is life eternal.

Look down upon us, O God, we beseech thee, and establish thou the work of our hands; yea the work of our hands establish thou it, through Jesus Christ, our Lord. Amen.

The Rev. Dr. RYERSON, Chief Superintendent of Schools for Upper Canada, then delivered the following Address to His Excellency the Governor General:—

MAY IT PLEASE YOUR EXCELLENCY,

The Normal and Model Schools for Upper Canada have been established for the instruction and training of school teachers. The special education of teachers is an essential element in the systems of public instruction of all countries in which the general education of the people is regarded as a matter of national importance. Experience has shown the necessity and advantage of a preparatory course of instruction and practice for the profession of teaching, as well as for the other professions and trades which are demanded by the necessities of every civilized community. Acting under a conviction so strongly and generally established, our Legislature provided, in 1846, for the establishment of a Normal and Model School for Upper Canada. This was done, not by making a new or special grant out of the public revenue, but by appropriating for that purpose a small part of the Upper Canadian portion of the legislative grant for the support of common schools. The success of the experiment has rendered indispensable the erection of the structure, the corner stone of which is about to be laid by your Excellency.

This Institution is designed to accommodate 200 teachers-in-training, and 600 pupils in the Model School;—a school intended not merely as a pattern, according to which common schools generally should be conducted, but a school in which the teachers-in-training will practice in teaching the subjects of the instructions and lectures given in the Normal School. In addition to this, accommodation has been provided for the offices of the Department of Public Instruction; a depository for maps, apparatus, text and library books for schools throughout Upper Canada; a library and museum; rooms for a school of art and design, in which it is proposed, by the aid of a legislative grant of about £500 per annum, to give a special course of instruction adapted to the interests and progress of the mechanical arts and manufactures.

The land on which these buildings are in the course of erection, is an entire square, consisting of nearly eight acres, two of which are to be devoted to a botanical garden, three to agricultural experiments, and the remainder to the buildings of the Institution and grounds for the gymnastic exercises of students and pupils. It is thus intended, that the valuable course of lectures given in the Normal School in vegetable physiology and agricultural chemistry, shall be practically illustrated on the adjoining grounds, in the culture of which the students will take a part during a portion of their hours of recreation.

The system of instruction and discipline adopted in this Institution, is founded upon Christian principles, and, I hope, pervaded to a great extent by a Christian spirit; and though free from the slightest tinge of sectarianism in its management, the provision made for watching over the moral interests of the students and their religious instruction, has been found, during the last three years, to be more effective than that of any other public educational institutions with which I am acquainted.

The principles on which the Normal School is established and conducted, form the basis of our whole system of public elementary instruction for Upper Canada,—a system which recognizes Christianity as an essential part of education, and unites the clergy with their people in providing for it, and in imparting it,—a system in support of the teachers of which alone, the people of Upper Canada have, during the last year, (according to returns which are prepared, and which will shortly be laid before Parliament,) paid, by self-imposed taxation, the sum of £88,526, besides £14,189 for the erection of school-houses, and which includes in its 3,059 schools, 151,891 children.

The Institution, the corner stone of which Your Excellency has graciously consented this day to lay, is erected by a public grant of £15,000—an enlightened liberality for this object on the part of our Legislature, in advance of that of any other Legislature on the American continent—a liberality which, I trust, will be more than justified by the practical and simple, but comprehensive operations of the system of which it is the mainspring and the exponent.

In furtherance of the same great object, arrangements have recently been made, and will be carried into effect in the course of a few months, by which maps, school-books, and every description of school apparatus, will be provided for and rendered accessible upon the same terms to all the public schools of Upper Canada;—also, books for libraries, including a large selection of the books best adapted for popular reading, that issue from both the British and American press. By the arrangements which have been entered into, and which have been effected in England by the aid of the Imperial Government, through the cordial and active exertions of Earl Grey, these facilities for school improvement and general knowledge, will be rendered accessible to the municipal and school authorities throughout Upper Canada at an average expense of more than twenty-five per cent. less than they could have otherwise been procured, if procured at all;—facilities which obstacles hitherto insuperable, have prevented any Educational Department in the neighbouring States from providing for the advancement of popular education and the diffusion of useful knowledge.

It is my gratifying duty to add, that this Normal School has been established, that these buildings are in the course of erection, that general regulations for schools are adopted, and books selected, by the aid and under the direction of a Council of Public Instruction, whose proceedings have been harmoniously conducted from the commencement, and the members of which, with one exception receive no other remuneration than the gratitude of their country and the pleasing consciousness of promoting its educational interests in every way in their power.

Among the influences which have contributed to the gratifying spectacle of this day, not the least is the deep interest which your Excellency has always manifested in the education of the Canadian people; and I doubt not, that in all time to come, the recollection of the educational progress of Canada under the fostering auspices of your government, will be a source of real pleasure to Your Excellency. There are four circumstances which encourage the most sanguine anticipations in every patriotic heart in regard to our educational future: The first is, the avowed and entire absence of all party spirit in the school affairs of our country, from the provincial Legislature down to the smallest municipality. The second is, the precedence which our Legislature has taken of all others on the

western side of the Atlantic, in providing for Normal School instruction, and in aiding teachers to avail themselves of its advantages. The third is, that the people of Upper Canada have, during the last year, voluntarily taxed themselves for the salaries of Teachers in a larger sum, in proportion to their numbers, and have kept open their schools, on an average, more months, than the neighbouring citizens of the old and great State of New York. The fourth is, that the essential requisite of a series of suitable and excellent text-books has been introduced into our schools, and adopted almost by general acclamation, and that the facilities of furnishing all our schools with the necessary books, maps and apparatus, will soon be in advance of those of any other country. I confidently hope, therefore, by the Divine blessing, that many assembled on the present important occasion, will live to see Canada compare as advantageously with other portions of America in the Christian education and general intelligence of her people as she now does in the specimens of her latent resources and productive industry and enterprise at the World's Exhibition in London.

Dr. RYERSON'S Address having been handed to the Governor General, His EXCELLENCY replied as follows :—

Rev. Dr. Ryerson, I thank you, sir, for the very courteous reference to my attendance upon this occasion, which you have introduced into the address which you have just now read. I come here, sir, to-day, in the discharge of what is to me a most agreeable duty, and I beg, sir, to say that the gratification which I experience in the discharge of that duty is greatly enhanced by the very gratifying and interesting account of the progress and prospects of Common School Education in Upper Canada which you have had it in your power to furnish.

I certainly think that no government, which is conscious of its own responsibilities, can possibly feel indifferent to an Institution such as that of which we are now about to lay the foundation stone; an Institution which promises, under God's blessing, to exercise so material an influence in the formation of the mind and character of the rising generation of the Province, and, through that powerful instrumentality, upon its destinies and its future; an Institution, too, allow me to remark, which we must not regard as a novelty or an experiment, but one which has already—and on this point I may speak in some measure from my own experience, for I have had opportunities of observing the skill of the masters and the proficiency of the pupils in the Normal School—established its claims to the confidence of the people of the Province. Although, therefore, sir, I am of opinion that there are limits—and pretty narrow limits, too—beyond which the interference of government in matters of education cannot be carried without hazard to those great interests which it is its desire to foster and to protect; I think that an Institution such as this has special claims upon its countenance and support, and that I am, therefore, not transcending those limits, but on the contrary, that I am confining myself strictly within them, when I consent to take the prominent part in the ceremonial of this day which has been assigned to me.

Sir, I observe that in the early part of this address you remark that, "the special education of teachers is an essential element in the systems of public instruction of all countries in which the general education of the people is regarded as a matter of national importance; and that experience has shown the necessity and advantage of a preparatory course of instruction and practice for the profession of teaching, as well as for the other professions and trades which are demanded by the necessities of every civilized community." Sir, nothing can be more unquestionably true than these sentiments. But perhaps I may be permitted to observe that their truth has not been at all times recognized. It has often appeared to me that within the whole range of human experience, it would be difficult to point out a more flagrant—a more instructive—instance of the error of putting the effect before the cause, than was exhibited in the course pursued by the friends of education in England and other countries, who, for a series of years, busied themselves in building schools, and endeavouring to induce children to attend those schools, without ever inquiring whether competent persons to conduct them could be procured, and without taking any efficient and vigorous steps to supply the admitted want of competent teachers. Sir, it appears to me that in this instance, as in many others—this young country has had the advantage of profiting by the experience of older countries—by their failures and disappoint-

ments, as well as by their successes; and that experience, improved by your diligent exertions and excellent judgment, [for I should neither satisfy my own feelings nor the claims of justice, if I were not on this occasion to express my high sense of the ability and the zeal with which you have conducted the important department which has been committed to your care.] I say, that experience, so improved and fortified by the support of the Council of Education, the Government and the Parliament of the Province, has enabled Upper Canada to place itself [as you justly observed in your address,] in the van among the nations in the great and important work of providing an efficient system of general education for the whole community. And now let me ask this intelligent audience, who have so kindly listened to me up to this moment—let me ask them to consider in all seriousness and earnestness what that great work really is. I do not think that I shall be chargeable with exaggeration when I affirm that it is *the* work of our day and generation—that it is *the* problem in our modern society which is most difficult of solution—that it is the ground upon which earnest and zealous men unhappily too often, and in many countries meet, not to cooperate but to wrangle; while the poor and the ignorant multitudes around them are starving and perishing for lack of knowledge. [Hear.] Well, then, how has Upper Canada addressed herself to the execution of this great work? How has she sought to solve this problem—to overcome this difficulty? Sir, I understand from your statements—and I come to the same conclusion from my own investigation and observation—that it is the principle of our Common School Educational system, that its foundation is laid deep in the firm rock of our common Christianity. I understand, sir, that while the varying views and opinions of a mixed religious society are scrupulously respected—while every semblance of dictation is carefully avoided—it is desired, it is earnestly recommended, it is confidently expected and hoped, that every child who attends our Common Schools, shall learn there that he is a being who has an interest in eternity as well as in time—[applause;]—that he has a Father, towards whom he stands in a closer and more affecting, and more endearing relationship than to any earthly father, and that Father is in heaven [applause]; that he has a hope, far transcending every earthly hope—a hope full of immortality—the hope, namely, that that Father's kingdom may come; that he has a duty which, like the sun in our celestial system, stands in the centre of his moral obligations, shedding upon them a hallowing light which they in their turn reflect and absorb,—the duty of striving to prove by his life and conversation the sincerity of his prayer, that that Father's will may be done upon earth as it is done in heaven. [Applause.] I understand, sir, that upon the broad and solid platform which is raised upon that good foundation, we invite the ministers of religion, of all denominations—the *de facto* spiritual guides of the people of the country—to take their stand along with us. That, so far from hampering or impeding them in the exercise of their sacred functions, we ask and we beg them to take the children—the lambs of the flock which are committed to their care—aside, and to lead them to those pastures and streams where they will find, as they believe it, the food of life and the waters of consolation. [Applause.]

Ladies and Gentlemen, this is not the fitting or proper time to enter into details. Indeed, I have not voice or strength to enter now at any length into the details of the excellent system of secular education which is provided in our Common Schools. When, however, you tell us, sir, that an increasing supply is going forth, from year to year, from this Normal School, of well qualified Teachers—that you have procured in abundance, excellent, well selected, and cheap text books—that libraries in connection with the Common Schools, are being multiplied all over the country—and, above all, that the zeal of the people themselves in the cause of education, is evinced by the augmented taxation, self-imposed for the promotion of that great object; when you tell us all this, I feel that little is wanting to fulfil the desires of the most ardent philanthropist and lover of education; I feel that if these influences are left to operate freely—if no untoward causes arise to disturb them—they must eventually leaven the whole mass of our society. [Applause.] Permit me, then, without detaining you any further from what is the special business of the day—permit me in conclusion, to say, both as an humble Christian man, and as the head of the Civil Government of the Province, that it gives me unfeigned pleasure to perceive that the youth of this country, of all denominations, who are destined in their maturer years to meet in the discharge of the

duties of civil life upon terms of perfect civil and religious equality—I say it gives me pleasure to hear and to know that they are receiving an education which is fitted so well to qualify them for the discharge of those important duties, and that while their hearts are yet tender, and their affections green and young, they are associated under conditions which are likely to promote among them the growth of those truly Christian graces—mutual respect, forbearance and charity. [Loud applause].

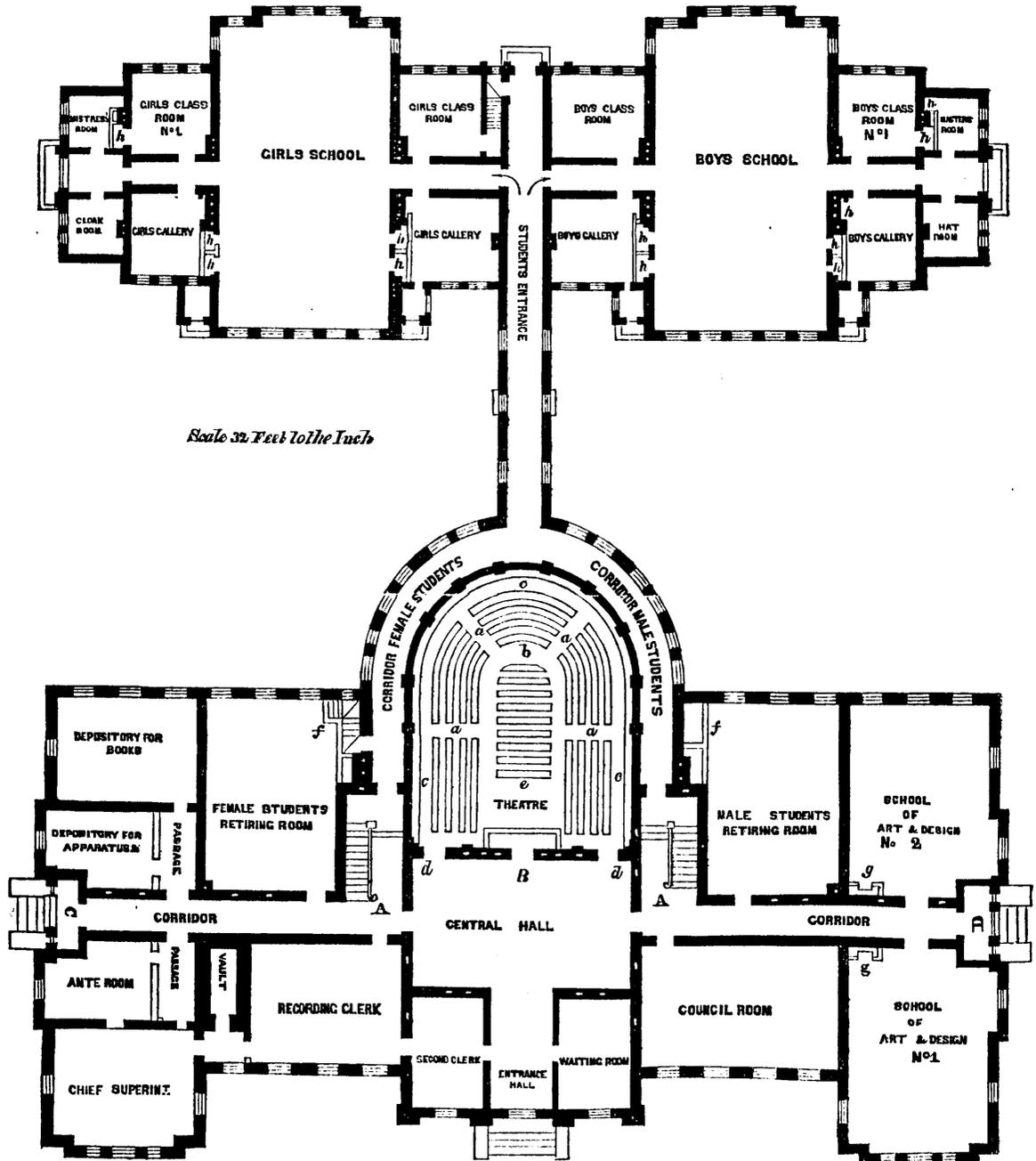
At the close of His EXCELLENCY's remarks, the Right Rev. Dr. DE CHARBONNEL presented to the GOVERNOR GENERAL, on behalf of

the Council of Public Instruction, a Silver Trowel, addressing His EXCELLENCY as follows :—

“MONSIEUR,—Je suis très heureux et très honoré d'avoir, été choisi par le Conseil de l'Instruction Publique, dont votre Excellence a daigné me faire membre, pour lui présenter cette truelle d'argent, aux industrieuses emblèmes du blazon des Bruges.

“L'établissement dont votre Excellence va poser la pierre angulaire, Monseigneur, sera un des plus glorieux monuments de tout ce que son libéral Gouvernement aura fait pour la prospérité, de ce pays : ad œdificationem.”

Fig. 2.



GROUND PLAN—NORMAL AND MODEL SCHOOLS AND EDUCATION OFFICES

(For description, see page 102.)

The Trowel was beautifully carved, having the armorial bearings of the EARL OF ELGIN—the handle of ivory, being ornamented with a Coronet wrought in Silver. The following is the inscription on the Trowel :—

THE CHIEF CORNER STONE
OF

THE NORMAL AND MODEL SCHOOLS FOR UPPER CANADA,
WAS LAID ON

Wednesday, the Second day of July, 1851,

IN THE FIFTEENTH YEAR OF THE REIGN
OF

HER MOST GRACIOUS MAJESTY QUEEN VICTORIA,
BY

THE RIGHT HONORABLE THE EARL OF ELGIN AND KINCARDINE, K.T.,
GOVERNOR GENERAL OF BRITISH NORTH AMERICA.

On the reverse was :—

PRESENTED

TO

THE RIGHT HON. THE EARL OF ELGIN AND KINCARDINE, K.T.,

BY

THE COUNCIL OF PUBLIC INSTRUCTION

FOR

UPPER CANADA,

TORONTO, 2ND OF JULY, 1851.

His Excellency and the Council of Public Instruction then descended to the stone, where the inscription on the plate was read by JOSEPH C. MORRISON, Esq., M. P. P., as follows :—

THIS

THE CHIEF CORNER STONE

OF

THE NORMAL AND MODEL SCHOOLS FOR UPPER CANADA,
WAS LAID ON

Wednesday, the Second day of July, 1851,

IN THE FIFTEENTH YEAR OF THE REIGN
OF

HER MOST GRACIOUS MAJESTY, QUEEN VICTORIA,
BY

THE RIGHT HONORABLE THE EARL OF ELGIN AND KINCARDINE, K.T.,
GOVERNOR GENERAL OF BRITISH NORTH AMERICA, &c., &c.

IN THE PRESENCE OF

THE PRESIDENT AND MEMBERS OF THE EXECUTIVE COUNCIL,
THE SPEAKER AND MEMBERS OF THE LEGISLATIVE COUNCIL,
THE SPEAKER AND MEMBERS OF THE LEGISLATIVE ASSEMBLY,
THE CHAIRMAN AND MEMBERS OF THE COUNCIL OF PUBLIC INSTRUCTION,
THE MAYOR, MUNICIPAL COUNCIL AND CITIZENS OF THE CITY OF TORONTO.

THIS INSTITUTION,

ERECTED BY THE ENLIGHTENED LIBERALITY OF PARLIAMENT,
IS DESIGNED FOR THE

INSTRUCTION AND TRAINING OF SCHOOL TEACHERS UPON CHRISTIAN PRINCIPLES.

The Council of Public Instruction, for Upper Canada :

- The Reverend EGERTON RYERSON, D. D., *Chief Superintendent of Schools,*
The Honorable SAMUEL BEALY HARRISON, Q. C., *Chairman.*
The Rt. Reverend A. F. M. DE CHARDONNEL, D. D., *Roman Catholic Bishop of Toronto.*
The Reverend HENRY JAMES GRABETT, A. M.
JOSEPH CURRAN MORRISON, Esq., M. P. P.
HUGH SCOBIE, Esq.
JAMES SCOTT HOWARD, Esq.
The Reverend JOHN JENNINGS.
The Reverend ADAM LILLIE.
JOHN GEORGE HODGINS, Esq., *Recording Clerk.*
FREDERIC W. CUMBERLAND, and THOMAS RIDOUT, Esquires, *Architects.*
Messrs. METCALFE, WILSON & FORBES, *Contractors.*

A Bottle containing the following :—

1. Report on a system of Public Elementary Instruction for Upper Canada, 1846.
2. Journal of Education for August, 1849, containing the Annual Report of the Normal, Model and Common Schools in Upper Canada, for 1847, containing an account of the opening of the Normal School in November, 1847.
3. Common School Act, 7th Victoria, chapter 20.
4. Common School Act, 9th Victoria, chapter 20.
5. Common School Act, 10th and 11th Victoria, chapter 19.
6. Common School Act, 13th and 14th Victoria, chapter 48, with Forms, Regulations, Instructions, and Circulars.
7. Parchment copy of the Inscription on the Plate deposited in the cavity of the Corner Stone.
8. Journal of Education for May, 1848, containing an account of the first Examination of the Normal School.
9. Programme of the last Examination of the Normal and Model Schools, ending 31st May, 1851.
10. Journal of Education for May, 1851, containing an account of the last Examination.
11. Scobie's Almanac for 1851.
12. Programme of the ceremony observed at laying the Chief Corner Stone of the Normal School, and Engraving of Building.
13. Sundry silver and copper coins.
14. Different denominations of Canadian postage stamps.

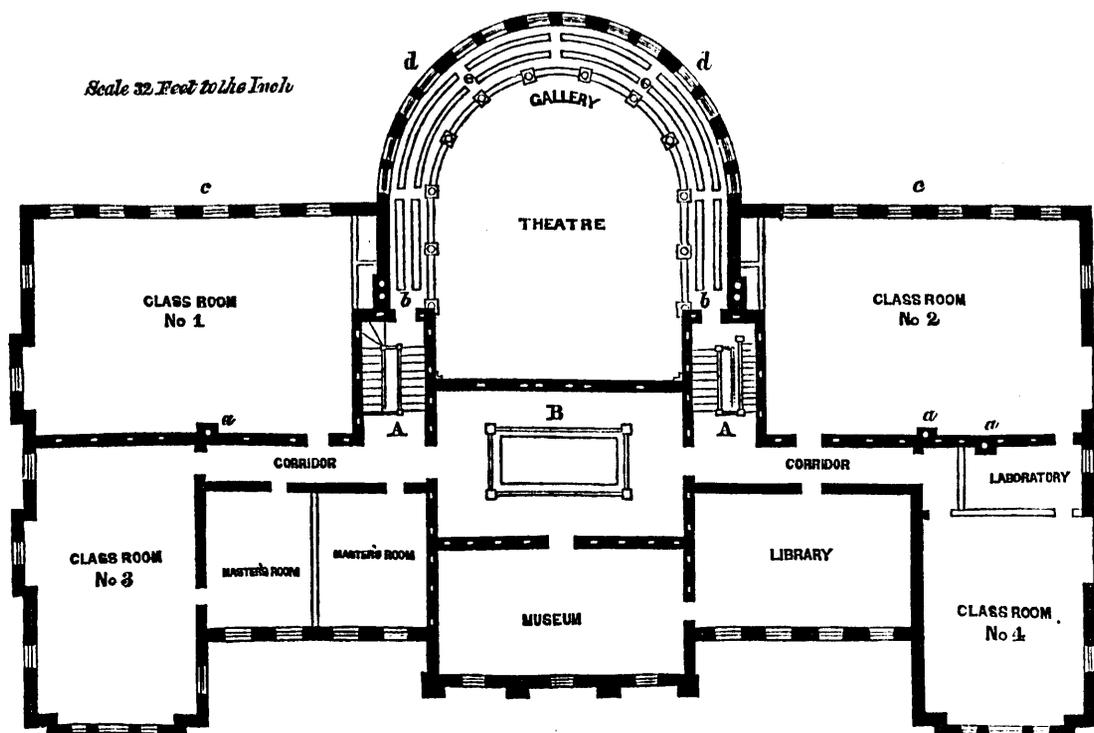
was handed by HUGH SCOBIE, Esq., to His EXCELLENCY, who deposited it in the cavity of the stone prepared for it; the Inscription Plate was placed; and His EXCELLENCY having spread the mortar with his trowel, the stone was then formally lowered to its bed—His EXCELLENCY saying, "I declare this Stone to be the Chief Corner Stone of the Normal and Model Schools for Upper Canada." Mr. CUMBERLAND, the Architect, then handed His EXCELLENCY the Square and Mallet, which he applied to the stone in the usual way on such occasions.

Cheers were given for the Queen, for the Governor General, and for the Council of Public Instruction; in the midst of which His EXCELLENCY and the Countess of ELGIN, accompanied by the Council of Public Instruction, retired, followed by the principal visitors.

The proceedings closed at half-past one.

After the ceremony, Mr. CUMBERLAND, the Architect, entertained the Council of Public Instruction and a large number of distinguished guests, including Clergymen, Members of the Government, and both branches of the Legislature, &c., &c., at luncheon.

Fig. 3.



SECOND FLOOR—NORMAL SCHOOL BUILDING.

(For description, see next page.)

DESCRIPTION OF THE BUILDING.

The Normal and Model Schools for Upper Canada—now in progress of erection—are situated upon the centre of an open square, bounded on the north by Gerrard Street, on the east by Church Street, on the south by Gould Street, and on the west by Victoria Street, in the City of Toronto. The distance from the Bay is about three quarters of a mile. The situation is a very beautiful one, being considerably elevated above the business parts of the City, and commanding a fine view of the Bay, Island, and Lake. The Square, which contains seven acres and a-half of ground, was purchased in August, 1850, from the Hon. PETER MCGILL, of Montreal, by the Council of Public Instruction, for £4,500, in cash. The estimated value of the property is about £1,000 per acre. The amount of the Legislative Grant for the purchase of the site and the erection of the buildings, was £15,000. The amount of the contract for the erection and completion of the building, is £8,790, exclusive of extras, Architects' commission, warming, &c. It is estimated that the furniture, &c., for the building, will cost about £1,000 or £1,200.

In a building of so great an extent, it appeared to be neither desirable or expedient to adopt a rich or highly finished style of embellishment. The whole has been designed with a view rather to utility than for effect, care being taken however to maintain that fitness of decoration by which the purpose and importance of the Institution may be characterised and upheld.

The principal Normal School Building, as seen in the perspective, fig. 1, will be 184 feet 4 inches frontage, by a depth on the flanks, east and west, of 85 feet 4 inches.

The front will be in the Roman Doric order of Palladian character, having for its centre, four pilasters of the full height of the building, with pediment, surrounded by an open doric cupola, of the extreme height of 95 feet. The principal entrance (to the Offices of the Educational Department, &c.) will be in this front; those for the male and female students being placed on the east and west sides respectively, C and D. In the centre of the building will be a large central hall, (open to the roof, and lighted by a lantern,) with a gallery around it, at the level of the upper floor, at B, in fig. 3, approached on each floor by three corridors—south, east, and west—and opening on the north to the Theatre or Examination Hall.

On the East side, the accommodation on the ground floor will be as follows:—

School of Art and Design, No. 1,	36' : 0" x 28' : 0"
School of Art and Design, No. 2,	36 : 5 x 28 : 0
Male Students' Retiring Room,	36 : 0 x 30 : 0
Council Room,	39 : 0 x 22 : 0
Male Students' Staircase A,	17 : 6 x 11 : 0

On the West side:—

Waiting Room,	22' : 8" x 14' : 8"
Ante-Room,	22 : 0 x 14 : 3
Chief Superintendent's Room,	28 : 0 x 21 : 0
Depository for Books, Maps, &c.,	28 : 0 x 21 : 0
Depository for Apparatus, &c.,	22 : 8 x 14 : 8
Female Students' Retiring Room,	36 : 0 x 26 : 10
Recording Clerk's Office, with fire proof vault,	37 : 11 x 22 : 0
Second Clerk's Office,	22 : 0 x 14 : 3
Female Students' Staircase A,	17 : 6 x 11 : 0

North of the Central Hall is the Theatre, with Lecturer's entrance in the centre, and side entrances east and west, *d, d*, for male and female students respectively. Here the aisles are marked *a, b*, and *c*, with seats arranged between them: the Lecturer's platform being placed between *B* and *c*. This portion of the Theatre is designed to accommodate 470 persons, and including the galleries, 620. Around the Theatre, and beneath its gallery, are east and west corridors, by which the students will reach the Model School.

By this arrangement it will be seen, that except when actually in the presence of the Masters, the male and female students will be entirely separated.

Passing (by the corridors last named) to the Model School, which is 175 feet 6 inches frontage, by 59 feet 6 inches, the students enter the boys and girls' schools by doors to the east and west, each of which has a large school room at its centre, 56 feet 6 inches x 33 feet, capable of accommodating 300 children, with four smaller class rooms adjoining it, about 17 feet x 15 feet 6 inches each. The boys

and girls' entrances (like those for the students of the Normal School already described) are at the east and west ends of the building—such entrances having each a hat and cloak room and master's (or mistress') room on either side. These schools therefore will together accommodate 600 children.

Returning to the Normal School, and passing to the upper floor: on the landing of the staircases A, A, are entrances to the gallery of the Theatre, which is designed to accommodate 150 persons.

On the upper floor is the Central Hall, with its gallery B, connecting the east and west corridors, communicating with the following rooms:—

Class Room, No. 1,	56' : 0" x 36' : 0"
Class Room, No. 2,	56 : 0 x 36 : 0
Class Room, No. 3,	45 : 2 x 28 : 0
Class Room, No. 4,	32 : 8 x 28 : 0
1st Master's Room,	22 : 0 x 19 : 5½
2nd Master's Room,	22 : 0 x 19 : 5½
Museum,	42 : 0 x 22 : 0
Library,	39 : 5 x 22 : 0
Laboratory,	21 : 6 x 12 : 0

In addition to the accommodation thus enumerated, there are, in the Basement, rooms for the residence of the Janitor, together with furnace rooms, from whence warm air will be served to the whole building. Great attention has been bestowed upon the efficiency of the warming and ventilating, and it is confidently anticipated that the system adopted will be highly successful.

LAYING FOUNDATIONS—THE TEACHER.

Men are wisely careful in laying the foundations of their dwellings. They dig deep because they have learned that there is a disturbing agent which upheaves the surface of the earth. They do not throw together cobble-stones, but rift the massy rock, and pack its fragments in cementing mortar. All this costs money and takes time; yet men who build at all, almost universally lay such foundations. This is excellent economy. He who builds his house upon the sand, has been called a foolish man by the highest authority. The wise man builds on a rock.

The teacher is a *mind-builder*. To lay foundations is his *great work*. If he is an honest and skilful workman, much of his work will be underground and out of sight. No man will do this work *well*, but an honest and independent man. Temptations to neglect it will assail him from every side. Like other men, he loves to see immediate and brilliant results, and grows weary under drudgery and toil, to produce what no eye sees and no lips praise. Besides, circumstances generally combine with this desire to lead him to seek such results. Many of his patrons never look below the surface, but measure both his capacity and success by what appears above. His very bread may depend on his doing his work superficially. The multitude applaud him who raises a showy intellectual structure, while they condemn him who spends years in laying massive foundations. They talk well. They mean to give their children a good education, but they insist upon two things—it must be done with despatch, and cheap. As a consequence, which they seem not to perceive, it must be wretchedly done. We find many men in every community who talk finely about the education of their children, and still by indulgence or avarice cheat them out of it. They cannot spare them to *study* more than three months, although they can spare them to *labor* for *wages*, or to amuse themselves at home and abroad, month after month and year after year. The child that would not be taken from the mill or shop a day in six months, would be taken from school twenty days in half that time, for the most trivial reasons. Men feel the loss of silver much quicker than the loss of sense. With all their fine talk, they do not afford the time and means to their children, for that solid mind-building which is true education. These hindrances meet every teacher; still, if he be a true man, he will not heed them. *He must lay foundations.*

Let us consider more definitely the application of our subject to the operation of the school-room.

1st. The *discipline* of the school should be such as to implant in the mind right principles of action, and accustom the pupils to habitual self-control. Such discipline will lay a good foundation for a correct moral character. The reign of the school-room should

not be a "reign of terror," or trickish cunning, or imbecile softness. It should be a kind, but inflexible reign of righteousness.

If you strike a blow, it may secure a sullen submission for a moment; but if you implant a principle, it will be a guardian angel for a lifetime. More than this, the blow will very likely arouse an evil passion which will poison, ever after, the finer feelings of the heart. O teacher! beware that thou cast no such bitter drop into the pure fountain of a young pupil's affections.

The school is a miniature community. Its discipline should secure a sacred regard to right, and habitual self-control. The regulator of the conduct of the young, should be within and not without. It should be a part of their being, ever present and inseparable. We wish them to become good citizens and true men, when they feel no longer the curb of the master or the parent. What can we expect but rash and disorderly action in mature life from those whose early years have felt no influence but the tight rein and curb bit? There must be obedience in the school-room, but it should not be mere brute submission to superior power. Men are not brutes, though sometimes the dividing line between the territory of the two becomes extremely attenuated. That teacher who only secures *submission* is a sorry disciplinarian, although the affairs of his school-room move on as noiselessly and systematically as the heavenly orbs. If he is not continually implanting right principles of action in the minds of his pupils, he ought to change his profession.

2nd. The *intellectual training* of the school-room should be such as to lay a broad and firm foundation for extensive acquisitions in future. To impart information is not the greatest part of the teacher's work. This is an old truth, but it needs repetition, and will need it, I fear, so long as the world stands. It is a slow process for the young mind, to take, digest and assimilate mental food; so in this age of "top speed," the process of *stuffing* has been substituted. Its immediate results are often astounding, and therefore it takes. You see development at once. This practice of developing mind as you would develop a bladder, has lately been much denounced, and after having been pierced by many a sharp shot, has shown some symptoms of yielding to treatment; still it exists widely, because there is a demand for it. There is a loud call for showy outside work. The multitude look at the surface, and investigate no further. The old adage is still true—"more people *see* than *weigh*: polished brass will pass with more men than rough gold."

The faithful teacher must not and will not yield to this demand. The best artists are slow workmen. The noblest productions of every art and profession have received their perfection from protracted toil and painstaking. It takes a thousand years for the gnarled oak of the mountain to acquire its firm texture and lofty proportions. It is the *gourd* that grows up in a night.

So a strong and vigorous intellect is a thing of slow growth. This ought to be a "fixed fact" in every teacher's mind. His business is to encourage its growth, by removing obstructions, and supplying the most favorable aliment in right quantities,—and he can do no more. He cannot grow for it. He cannot jerk his pupil up the hill of science any more than he can jerk the sapling into an oak. There is no such thing as manufacturing at once a mature mind, and he who attempts it will make a miserable failure. Those lofty edifices whose immense size strikes the beholder with awe and astonishment, were built brick by brick, one at a time. In all such edifices the foundation is the most massive part, and requires more time and material than any other part.

I have sometimes thought that the first year in a primary school has more to do with future scholarship than many succeeding years. If there is negligence or misdirection then, it leaves a great work to be undone. The poor foundation must be removed to make room for a better. The tones which the child imitates there, the management of voice which it acquires, the distinctness of its articulation, will tell powerfully on the future reader and orator. The clearness and fulness of its first apprehension of numbers and of extension and directions, will determine to a great extent its future proficiency in arithmetic and geography. In this stage of education let no word be half spoken, no fact half learned, and no thought half comprehended. Aim at *completeness*. That word *completeness* should ever stand before every teacher's eye and mind from the primary school to the university. The pupil who has done and learned every thing imperfectly during the first three years of his life in school, cannot be a very hopeful candidate for the honors of

accurate scholarship during the succeeding three years, even under the best training. Nowhere more than in our primary schools do we need thorough, accurate and judicious teachers.—*Massachusetts Teacher.*

IGNORANCE OF GREAT PHYSICAL TRUTHS.

How few men really believe that they sojourn on a whirling globe, and that each day and year of life is measured by its revolutions, regulating the labour and the repose of every race of being. How few believe that the great luminary of the firmament, whose restless activity they daily witness, in an immoveable star, controlling, by its solid mass, the primary planets which compose our system, and forming the gnomon of the great dial which measures the thread of life, the tenure of empires, and the great cycles of the world's change. How few believe that each of the millions of stars—those atoms of light which the telescope can scarcely descry—are the centre of planetary systems that may equal, if not surpass, our own? And how very few believe that the solid pavement of the globe, upon which they nightly slumber, is an elastic crust, imprisoning fires and forces which have often burst forth in tremendous energy, and are at this very instant struggling to escape—now finding their way in volcanic fires—now heaving and shaking the earth—now upraising islands and continents, and gathering strength for that final outburst which is to usher in the new heavens and the new earth, "wherein dwelleth righteousness." Were these great physical truths objects of faith as well as deductions of reason, we should lead a better life than we do, and make a quicker preparation for its close.—*North British Review.*

THE END OF PRUDENCE.—The great end of prudence is to give cheerfulness to those hours which splendour cannot gild, and acclamation cannot exhilarate—those soft intervals of unbended amusement, in which a man shrinks to his natural dimensions, and throws aside the ornaments or disguises which he feels in privacy to be useless incumbrances, and to lose all effect when they become familiar. To be happy at home is the ultimate result of all ambition, the end to which every enterprise and labour tends, and of which every desire prompts the prosecution. It is, indeed, at home that every man must be known by those who would make a just estimate of his virtue or felicity; for smiles and embroidery are alike occasional, and the mind is often dressed for show in painted honour and fictitious benevolence.

HOW TO ADMONISH.—We must consult the gentlest manner and softest seasons of address; our advice must not fall, like a violent storm, bearing down and making those to droop, whom it is meant to cherish and refresh. It must descend, as the dew upon the tender herb, or like melting flakes of snow; the softer it falls, the longer it dwells upon, and the deeper it sinks into the mind. If there are few who have the humility to receive advice as they ought, it is often because there are few who have discretion to convey it in a proper vehicle, and can qualify the harshness and bitterness of reproof, against which corrupt nature is apt to revolt, by an artful mixture of sweetening and agreeable ingredients. To probe the wound to the bottom with all the boldness and resolution of a good spiritual surgeon, and yet with all the delicacy and tenderness of a friend, requires a very dexterous and masterly hand. An affable deportment and a complacency of behaviour will disarm the most obstinate, whereas, if instead of calmly pointing out their mistake, we break out into unseemly sallies of passion, we cease to have any influence.

He who commands himself, commands the world too; and the more authority you have over others, the more command you must have over yourself.

I will hazard the assertion, that no man did or ever will become truly eloquent, without being a constant reader of the Bible, and an admirer of the purity and sublimity of its language.—*Fisher Ames.*

Enjoyment is more durable than pain. The one is the immortal firmament, the other the transient clouds which darken it for a time.

How much more might people accomplish, if they would but make it a point to carry out whatever they undertake.

JOURNAL OF EDUCATION.

TORONTO, JULY, 1851.

SKETCH OF THE SYSTEM OF PUBLIC ELEMENTARY INSTRUCTION IN UPPER CANADA.

The description and illustrations given in this number of the buildings for the Normal and Model Schools for Upper Canada, together with the account of the imposing ceremony of laying the chief corner stone, suggests the propriety of presenting a brief outline of that system of public elementary instruction, with which those schools are now so essentially connected.

The origin of the common school system of Upper Canada, as now established, is as follows:—Annual parliamentary grants were made in aid of common schools for more than thirty years, but expended without system, and with but little advantage to the country. In 1841, the first law was passed (introduced and conducted through the Legislative Assembly by the Hon. S. B. HARRISON, then Secretary of the Province) embodying the great principle of granting money to each county, upon the condition of such county raising an equal amount by local assessment. Considerable opposition was made at first in many parts of the Province to the principle of that Act; and it is said that when the Hon. R. BALDWIN was engaged, in 1841, in an election contest in the county of Hastings, and was informed of the opposition against him, even among many of his own friends, on account of his supporting such a principle of school taxation, he answered in effect that he would rather lose his election than give up that principle. The machinery of that law requiring modification; the Hon. F. HINCKS brought in another Bill in 1843, which became a law, and which very much simplified and improved the details of the Act of 1841. By that law, the Secretary of the Province was ex-officio Chief Superintendent of Schools, with an assistant. In 1844, the office of assistant superintendent was offered to the present incumbent; and after having received the sanction of the authorities of his Church, he accepted it in the autumn of that year, upon the understanding that the administration of the school system should constitute a distinct non-political department, and that he should be permitted to provide for the performance of his duties for a year by a deputy, and have a year's leave of absence to visit and examine the educational systems of other countries, both in Europe and America, before attempting to lay the foundations of a system in Upper Canada. The whole of 1845 was employed in these preliminary enquiries, and the results were embodied, in March 1846, in a "Report on a System of Public Elementary Instruction for Upper Canada," and a draft of Bill which was introduced into the Legislative Assembly by the Hon. W. H. DRAPER, (then Attorney General,) and became a law in June, 1846. In a few months afterwards, a draft of Bill was prepared for establishing a system of schools in cities and incorporated towns, which was introduced into the Legislative Assembly by the Hon. J. H. CAMERON, (then Solicitor General,) and became a law in June 1847. These two Acts, with the modifications and improvements which experience has suggested and the progress of the system required, have been incorporated into one Act, which was introduced into the Legislative Assembly by the Hon. F. HINCKS, (Inspector General,) and became a law in 1850—the first Act to which His Excellency the Earl of ELGIN gave the royal assent after the removal of the seat of Government to Upper Canada.

Our system of public elementary instruction is eclectic, and is to a considerable extent derived from four sources. The conclusions at which the present Head of the Department arrived during his observations and investigations of 1845, were, 1. That the machinery or law part of the system in the State of New York was the best, upon the whole—appearing, however, defective in the intricacy of some of its details, in the absence of an efficient provision for the visitation and inspection of schools, the examination of teachers, religious instruction, and uniform text-books for the schools. 2. That the principle of supporting schools in the State of Massachusetts was the best—supporting them all according to property, and opening them to all without distinction; but that the application of this principle should not be made by the requirements of state or provincial sta-

tute, but at the discretion and by the action, from year to year, of the inhabitants in each school municipality—thus avoiding the objection which might be made against an uniform coercive law on this point, and the possible indifference which might in some instances be induced by the provisions of such a law—independent of local choice and action. 3. That the series of elementary text-books, prepared by experienced teachers, and revised and published under the sanction of the National Board of Education in Ireland, were, as a whole, the best adapted to schools in Upper Canada—having long been tested, having been translated into several languages of the continent of Europe, and having been introduced more extensively than any other series of text-books into the schools of England and Scotland. 4. That the system of Normal School training of teachers, and the principles and modes of teaching which were found to exist in Germany, and which have been largely introduced into other countries, were incomparably the best—the system which makes school-teaching a profession, which, at every stage, and in every branch of knowledge, teaches things and not merely words, which unfolds and illustrates the principles of rules, rather than assuming and resting upon their verbal authority, which develops all the mental faculties instead of only cultivating and loading the memory—a system which is solid rather than showy, practical rather than ostentatious, which prompts to independent thinking and action rather than servile imitation.

Such are the sources from which the principal features of the school system in Upper Canada have been derived, though the application of each of them has been modified by the local circumstances of our country. There is another feature, or rather cardinal principle of it, which is rather indigenous than exotic, which is wanting in the educational systems of some countries, and which is made the occasion and instrument of invidious distinctions and unnatural proscriptions in other countries—we mean the principle of not only making Christianity the basis of the system, and the pervading element of all its parts, but of recognizing and combining, in their official character, all the clergy of the land, with their people in its practical operations—maintaining absolute parental supremacy in the religious instruction of their children, and upon this principle providing for it according to the circumstances, and under the auspices of the elected trustee-representatives of each school municipality. The clergy of the country have access to each of its schools; and we know of no instance in which the school has been made the place of religious discord, but many instances, especially on occasions of quarterly public examinations, in which the school has witnessed the assemblage and friendly intercourse of clergy of various religious persuasions, and thus become the radiating centre of a spirit of Christian charity and potent co-operation in the primary work of a people's civilization and happiness.

The system of public instruction is engrafted upon the municipal institutions of the country. We have municipal councils of counties, of townships, of cities, of towns, and of incorporated villages. The members of county councils are elected by the councils of townships and towns—one or two for each. The members of township, city, town, and village councils are elected by the resident freeholders and householders of each municipality.

The municipal council of each township divides such township into school sections of a suitable extent for one school in each, or for both a male and female school. The affairs of each school section are managed by three trustees, who hold their offices for three years, and one of whom is elected annually by the freeholders and householders of such section. The powers of trustees are ample to enable them to do all that the interests of a good school require—they are the legal representatives and guardians of their section in school matters. They determine whatever sum or sums are necessary for the furnishing, &c., of their school and the salaries of teachers, but account for its expenditure annually to their constituents, and report fully to the local superintendent by filling up blank forms of annual reports which are furnished to them by the Chief Superintendent of Schools from year to year. The township council imposes assessments for the erection of school houses, or for any other school purpose desired by the inhabitants of school sections through their trustees. The inhabitants of each school section decide as to the manner in which they will support their school according to the estimates and engagements made by the trustees, whether by voluntary subscription, by rate-bills on parents sending children to the schools, or by rates on the property of all

according to its assessed value, and opening the school to the children of all without exception. The latter mode is likely to supersede both the others; but its existence and operation, in connexion with each school, depend upon the annual decision of the inhabitants of each school section at a public meeting called for that purpose.

The duties of Teachers are prescribed by law, and their rights are effectually protected. No teacher is entitled to any part of the school fund who does not conduct his school according to law, and who has not a legal certificate of qualifications from a county Board of Public Instruction; nor is any school section entitled to receive any aid from the school fund in which a school is not kept open six months during each year by a teacher thus recognized as to both moral character and attainments. The law also requires a public quarterly examination to be held in each school.

The inspection of the schools is made by local Superintendents, who are appointed annually by the county councils, and who may be appointed one for each county, or one for one or more townships, at the pleasure of each county council. Each local superintendent is entitled to at least one pound (four dollars) per annum for each school under his charge. He is often allowed more. He is required to visit each school at least once a quarter, and to deliver a public lecture on education in each school section once a year, besides apportioning the school monies to the several school sections within his jurisdiction, giving checks, on the orders of trustees, to qualified teachers upon the county treasurer or sub-treasurer, aiding in the examination of teachers, deciding various questions of dispute and reference, corresponding on school matters, and reporting annually to the Chief Superintendent according to the forms prepared and furnished by him.

Besides the local superintendents, all clergymen recognized by law, judges, members of the Legislature, magistrates, members of county councils, and aldermen, are school visitors, to visit all the schools, as far as practicable, within their respective charges and municipalities. Their visits are voluntary; they are desired "especially to attend the quarterly examination of schools, and at the time of such visits to examine the progress of the pupils, and the state and management of the schools, and to give such advice to teachers and pupils, and any others present, as they may think advisable, in accordance with the regulations and instructions which shall be provided in regard to school visitors according to law." The law also authorises the holding of general meetings of school visitors in any municipality, on the appointment of any two visitors, "to devise such means as they may deem expedient for the efficient visitation of the schools, and to promote the establishment of libraries and the diffusion of useful knowledge." The school visits of the clergy in Upper Canada amounted last year to 2,566; the number of visits by the other school visitors was 9,970; and 5,852 visits were made by local superintendents, being an increase of 2,879, over those of the preceding year.

There is a Board of Public Instruction in each county, consisting of local superintendents and the trustees of grammar schools in such county. These county boards consist largely of the clergy of different religious persuasions, associated with some of the most intelligent lay gentlemen in each county; so that the country has the best guarantee that its circumstances will admit for the moral character and intellectual qualifications of teachers. The teachers are examined, and arranged into three classes, according to a Programme of Examination prepared and prescribed by the Council of Public Instruction for Upper Canada.

The Municipal Council of each county is responsible for raising at least an equal sum for salaries of teachers in the several townships within its jurisdiction with that which is annually apportioned to them out of the parliamentary appropriation by the Chief Superintendent of Schools. The county councils also appoint the local treasurers of the school fund, and the local superintendents of schools, and provide for their salaries. Special provision is also made for the security of the school fund, against the diversion of any part of it, and for the prompt payment of it to teachers at the times specified by law. Both the county and township councils have authority to raise any sums they shall think proper for public school libraries under general regulations prescribed according to law. A parliamentary appropriation has been made for the establishment of school libraries, to be expended on the same conditions with the appropriation for the support of schools.

The law also provides a system adapted to the circumstances of cities, towns, and incorporated villages. In each city and town there is one board of trustees for the management of all the schools in such city or town—two trustees elected for each ward, and holding office for two years—one retiring annually. In each incorporated village not divided into wards, there is a board of six trustees elected—two retiring from office and two elected, each year. These boards of trustees, thus constituted, appoint the local superintendent, and determine upon the number and kinds of schools, the employment of teachers, and all the expenses necessary for the schools in each such city, town, or incorporated village; and the municipal council is required in each case to raise the sum or sums estimated by the board of trustees for all their school purposes, and in the manner that they shall desire. There is also the same provision for the establishment of libraries in each city, town and village, as exists in respect to their establishment in each township and county.

At the head of the whole system we have a Council of Public Instruction and a Chief Superintendent of Schools, both appointed by the Crown. The Council has the entire management of the Provincial Normal and Model Schools, recommends the text-books for the schools and books for the school libraries, and makes the regulations for the organization, government and discipline of common schools, the examination and classification of teachers, and the establishment and care of school libraries throughout Upper Canada.

The Chief Superintendent, who is *ex-officio* member of the Council of Public Instruction, and provides accommodations for its meetings; apportions the school fund to the several municipalities throughout Upper Canada, prepares the general school regulations and submits them, as well as that of text and library books, to the consideration of the Council; prepares the forms of reports and modes of all school proceedings under the act, and gives instructions for conducting them, as well as for holding teachers' institutes; decides questions of dispute submitted to him; takes the general superintendence of the Normal School; provides facilities for procuring text and library books, and provides and recommends plans of school-houses; prepares annual reports; corresponds with local school authorities throughout Upper Canada, and employs all means in his power for the promotion of education and the diffusion of useful knowledge. He is responsible for his official conduct and for all moneys that pass through his Department.

Such is an epitome of the system of public elementary instruction in Upper Canada. The foundation may be considered as fairly laid, and something has been done towards rearing the superstructure. In 1846, provision was made for the establishment of a Normal School, and the sum of £1,500 a-year was granted towards its support. The school was opened in the autumn of 1847, and, since then, 618 teachers have been trained, a longer or shorter time, by able masters, including practice in teaching in a Model School established for that purpose. Last year, a grant of £1,000 per annum was made to facilitate the attendance of teachers-in-training at the Normal School, and £15,000 for the erection of buildings—for particulars respecting which the reader is referred to the engravings in this number, to the Address to the GOVERNOR GENERAL, and His EXCELLENCY'S Reply. The number of schools in Upper Canada under the care of the Department is 3,059; the amount of money available during the year for the salaries of teachers, besides all other expenses connected with the schools, was £88,536; the number of pupils in the schools reported, was 151,891.

There has been an annual increase in the statistical returns of each branch of the common school system during the last five years. The system is to a great extent voluntary. Each municipality exercises its discretion as to whether it will or will not accept the parliamentary appropriation upon the conditions specified; and each school section does the same in regard to the terms on which aid is offered in support of its school. The general regulations and oversight are such as merely to secure a fulfilment, in each locality, of conditions which are required by the Legislature—the collective wisdom and voice of the country—and to maintain a standard of teaching that will prevent funds provided for the promotion of knowledge, from being prostituted upon ignorance and vice. The working of the common school system is a great social development—yet in its infancy, but instinct with life and energy, and fraught with results which can be more easily conceived than described.

Miscellaneous.

CHILD OF THE ANGEL WING.

BY MRS. R. S. NICHOLS.

"O, sing me a song as I fall asleep,"
Said a little one with a lustrous eye,
"Or tell me a tale of the flowers that peep
In the bright green woods that reach the sky ;
That peep in the spring when the birds sing,
And the heavens are blue as our Nelly's eyes,
Or tell of the child with the angel wing,
Who walks in the garden of Paradise !"

I sang him the song—I told him the tale,
And watched by his couch till we thought he slept,
For his brow was white as the moonbeams pale
That stealthily and bright near his pillow crept ;
Then my words grew few, and my voice sunk low,
And I said thy dreams may the seraph sing,
But he whispered soft as I rose to go—
"O tell of the child with the angel wing !"

Then I sang again—but he rest-^{less} grew,
And tossed his young arms as he wildly spoke,
And a burning red to his forehead flew,
As the moon went down and the morning broke ;
But he spoke no more of the spring's bright flowers,
And he thought no more of his sister's eyes :
One name alone, in his feverish hours,
Was breathed in a whisper that pierced the skies.

"My mother !" he said—and his eyes waked dim,
For the scenes with their wavering lustre fled,
And he never knew that *she* knelt by him
Whose sun went down at his dying bed !
He has gone where the seraph's sweetly sing—
His story was brief as the sunset dyes :
He walks with the child of the angel wing,
In the flowery gardens of Paradise !

NEVER GIVE UP.

Never give up 'tis the secret of glory,
Nothing so wise can philosophy teach,
Think on the names that are famous in story ;
Never give up is the lesson they preach :
How have men compassed immortal achievements ;
How have they moulded the world to their will ?
'Tis but midst dangers and sorest bereavements ;
Never give up was their principle still.

SEA WEED.

Oh, call us not weeds, but flowers of the sea ;
For lovely, and bright, and gay-tinted are we ;
Our blush is as deep as the rose of thy bowers,
Then call us not weeds, we are ocean's gay flowers !
Not nursed like the plants of a summer parterre,
Whose gales are but sighs of an evening air ;
Our exquisite, fragile, and delicate forms,
Are nursed by the ocean and rocked by its storms !

THE SEA AND ITS PHENOMENA.

Among the many subjects which have attracted the attention of both ancient and modern philosophers, and at times been discussed with great ability and zeal by De Mellet and others, is the constant and certain diminution of the sea, or the observable decrease of the waters of the ocean. Facts can be produced to show that the ocean line of coast has frequently altered, projecting itself into the sea ; and that rocks have appeared above the water which were known in former days to have been considerably immersed.

These facts have been attributed by some to volcanic action, and by others to the gradual rising of the land by interior heat, expanding beneath and forcing the mass above to rise. But we propose to show that all those phenomena of the change in the ocean line of seacoast, and appearance of rocks above the water, is caused by a constant diminution of the waters of the ocean ; and that a process is at all times going on by which the substances held in solution in the ocean waters are converted into solids. In order to make this subject plain and lucid, all technical scientific nomenclatures will be avoided, and even the names of the busy and different classes of architects in the great work of consolidation of the vast unfathomable ocean will be called by simple names. The object of a scientific knowledge is not to cover up science by names which can be only translated by the learned, but simply to make smooth the paths of Nature, and open her deep resources of knowledge and Nature's facts plainly and concisely.

The sea, or the waters of the sea, are composed partly of solid

substances, held in solution. Some of these are salt, soda, and lime. It is with these three we have principally to deal. From these are manufactured shells, concealed coral reefs, islands, and banks, throughout the ocean depths. The Florida reefs, Antilles, coasts of Mexico, and all Polynesia, or nearly all, are taken from the solid substances held in solution by the waters of the ocean. The formation of coral islands in the ocean is most singular, curious, and wonderful. The little busy scientific workmen employed in this species of architecture are so very minute that it requires a powerful microscope to show even the semblance of some of them, while others can be detected by the naked eye. They are divided into separate classes, and each class is perfectly master of his business. We find them not only practical workmen, but scientific architects and chemists. Let any one who feels an interest in this subject take up a few shells, a single valve, a double and triple valve ; examine them closely ; he will find the interior of the shell is composed of lime mixed with a large proportion of soda, and, as he approaches the exterior, it will be seen to be mixed with the three substances—lime, soda, and salt—that it is as hard as the most durable stone.

These substances are taken from the waters of the ocean, separated by the animal formed in the waters from whence they are taken, and made insoluble in the same substance in which they were held in solution. This peculiar chemical separation—the precipitation of each substance, in the singular manner performed by shell fish in the fabrication of their domicils—has never yet been attained by the most learned and practical chemist. The little coral insect, which silently, surely, and industriously builds up from the ocean depth his tree house, is, equally with the shell-fish, an accomplished architect and scientific chemist. He selects his materials from the ocean, separates them, mixes them in proper proportions, and forms them into solids, in the same medium from which the materials were taken. Each workman performs his part, abandons it when finished, and gives place to another set, as systematically as the others, and more so than even the bricklayer, the carpenter, or plasterer in a modern building. These submerged land-ocean mechanics and chemists never fail in their work, nor interfere with each other. We never see a univalve attempting to fabricate a bivalve's mansion ; nor do we see a tree-coral working on the mansion of a mushroom ; but each builds his own structure, and then gives place to another character of workman at the moment he is required to commence.

The first mechanic in this great work of diminution of the ocean is the tree-coral. This little insect generally (I may say always) selects the deepest water of all his tribe to work in ; his foundation requires a flat surface ; here he fastens his base, and commences the superstructure. The whole body commence their work at the same time, and continue increasingly until their forest city is completely built. No mistake is made ; not one is out of its proper position, but each regularly and beautifully arranged, and in such a manner that neither storms, waves nor other causes can displace or throw down their mansions. Here, then, is a foundation laid for an island or continent. These habitations are now abandoned, and the little chemist and mechanic drifts off to some other bank, there again to form his forest house. He is now replaced by another, who subtracts from the liquid ocean his materials, passes them through his laboratory, and forms another species of mansion, uniting in a solid mass the forests of his predecessor, abandons it and crawls off to another forest. He then is succeeded by another, and another succeeds him, until the reef becomes an island. Salt, soda, and lime are the principal ingredients which compose this solid base on which there is to be formed earth trees and other vegetation. This superstructure now becomes the home of innumerable tertiary migratory fish, which form their coat or shells from the same source as the coral insect.

Let us illustrate the formation of shells, coral, &c., and show the diminution of the ocean by this process. Let us box up a certain space in the ocean, say about one thousand pounds of water. Within this space all the varieties of coral insects can perform their work ; and all the numerous shell-fish take their place and abstract from the waters the materials for their domicils ; when all have finished, let us weigh the water, and we will find it has lost in weight the amount of material required to fabricate each and every style of building, and the waters would not occupy as much space. If transferred to another box, the waters would be found to have diminished. This, then, is the process by which the waters of the

ocean are slowly but certainly diminishing on the earth. The waters are becoming solids.

But other causes are aiding in this great work, such as the ocean plants, such as kelp, and particularly the Saragosa plant, or gulf weed. These materials grow either on the surface of the ocean, deriving all their substance from it, or adhere to the coral formations and assist in forming islands. This process of island-forming is uniting in one great mass all the Antilles, the great mass of islands in the Pacific, China with Japan, and finally will unite the whole of the Pacific isles with the continent of Asia, diminishing the ocean by this accumulation of solid, and in fact diminishing the waters of the earth by many millions of square miles.

This theory is no wild and visionary speculation. Already have topographers and surveyers discovered that their sea line of modern date does not correspond with the sea line of ancient times. The vast accumulation of coral reefs and islands in the Pacific, and on the coast of North and South America, has diminished the ocean liquid sufficiently to alter the sea coasts of Europe—projecting them farther into the sea. One remarkable fact in this diminution of the shores of the Mediterranean, which appear to be higher now than they were formerly, is particularly shown in the Straits of Gibraltar and the passage of the Dardanelles. De Mellet noticed these facts over sixty years since, but attributed them to very different causes from those herein stated.

This process of island-making is among the most wonderful and simple of Nature. We first perceive an innumerable and almost imperceptible number of minute insects forming a solid mass, which in time reaches the surface of the ocean. This coral rock reef now becomes the home of multitudes of shell-fish, that die and deposit their shells and fill up the reef compactly, even with the water; kelp attaches itself to the rocks, and the action of the sea during gales tears much of it off and deposits it among the crevices, where it decays. The Sargossa plant finds its way by the innumerable currents of the ocean to these islands, and is thrown upon them in vast quantities, forming a temporary soil, the sea-bird seeks the place for food, as the sea-weeds contain many myriads of little marine insects. The birds enrich the deposits already there; and now comes the everlasting mangrove, seizing hold with its tendrils of the sharp points of coral, and firmly attaching itself to them.

Here, then, is an island, the whole of which has been formed from the solid contents of the ocean, which had been held in solution from the beginning of creation, nothing of which can be returned to it, as the whole substance has been rendered insoluble in water by the peculiar chemical process which rendered it solid. Here is a process which must, in time, enclose the Carribean sea and Gulf of Mexico, making them lakes; abstracting from the gulf and this sea nearly all their salt, soda, and lime, and leaving fresh water lakes, similar to these of Erie, Ontario, &c., which at some former period may have been salt. And by this process the Pacific Ocean will be narrowed into a mere strait, or not wider than a few days' sail from continent to continent.

This stupendous work of continent-making is one necessary to the future wants of man, who must eventually increase in numbers to populate all the known arable lands now awaiting his increase. These forming-lands are situated within those parallels most conducive to productiveness, where the materials required for the sustenance of the human race are easily grown, and distant from the inhospitable soils and climates of the extreme North or South; where they can be rapidly created, and vegetation brought forward as much by the aid of climate as soil.

Our attention is drawn to the numerous shell-fish principally from their beauty, and we use them mostly as a mere ornament for the parlor table. But, when we examine them closely, how admirably do we find all their parts arranged—nothing wanting, no extra space, no departure from scientific principles; their architecture beautiful; their colouring and ornaments exquisite; strength perfect. And these little animals, with barely enough life and motion to enable them to move slowly from place to place, are the architects employed in forming numerous islands and extensive continents for the future use of man, and slowly but surely diminishing the vast unfathomed ocean to the narrow measure of a mere strait—possibly to a rivulet. Whilst man is filling all the earth with his progeny, the little coral insect and its adjuncts are filling the ocean with islands and continents for man's inheritance.—*Lieutenant W. D. Porter, in the Washington National Intelligencer.*

A SCIENTIFIC ANCHORITE.

Of the great atomic Chemist and Philosopher Cavendish, the rival of James Watt for the honour of priority in the discovery of the gaseous elements which constitute water, his recent biographer Dr. George Wilson presents the following character—which perhaps, is an ethical impossibility. Whatever Cavendish may have finally made himself, it is very unlikely that a being of so high an intellectual capacity should have come from the hands of his Creator with only a blank in the place of moral, religious, and even sensuous susceptibilities. Such development of mind and a congenital atrophy of soul, are scarcely compatible ideas in any scheme of Providential superintendence and human responsibility. Dr. Wilson says—"He did not love; he did not hate; he did not hope; he did not fear; he did not worship as others do. He separated himself from his fellow men, and apparently from God. There was nothing earnest, enthusiastic, heroic, or chivalrous in his nature, and as little was there anything mean, grovelling, or ignoble. He was almost passionless. All that needed for its apprehension more than the pure intellect, or required the exercise of fancy, imagination, affection or faith, was distasteful to Cavendish. An intellectual head thinking, a pair of wonderfully acute eyes observing, and a pair of very skilful hands experimenting or recording, are all that I realise in reading his memorials. His brain seems to have been but a calculating engine; his eyes inlets of vision not fountains of tears; his hands instruments of manipulation which never trembled with emotion, or were clasped together in adoration, thanksgiving, or despair; his heart only an anatomical organ, necessary for the circulation of the blood. Yet, if such a being, who reversed the maxim 'nihil humani a me alienum puto,' cannot be loved, as little can he be abhorred or despised. He was, in spite of the atrophy or non-development of many faculties which are found in those in whom the 'elements are kindly mixed,' as truly a genius as the mere poets, painters, and musicians, with small intellects and hearts and large imagination, to whom the world is so willing to bend the knee. He is more to be wondered at than blamed. Cavendish did not stand aloof from other men in a proud or supercilious spirit, refusing to count them his fellows. He felt himself separated from them by a great gulf, which neither he nor they could bridge over, and across which it was vain to stretch hands to exchange greetings. A sense of isolation from his brethren, made him shrink from their society and avoid their presence, but he did so as one conscious of an infirmity, not boasting of an excellence. He was like a deaf mute sitting apart from a circle, whose looks and gestures show that they are uttering and listening to music and eloquence, in producing or welcoming which he can be no sharer. Wisely, therefore, he dwelt apart, and bidding the world farewell, took the self-imposed vows of a Scientific Anchorite, and, like the monks of old, shut himself up within his cell. It was a kingdom sufficient for him, and from its narrow window he saw as much of the Universe as he cared to see. It had a throne also, and from it he dispensed royal gifts to his brethren. He was one of the unthanked benefactors of his race, who was patiently teaching and serving mankind, whilst they were shrinking from his coldness, or mocking his peculiarities. He could not sing for them a sweet song, or create a 'thing of beauty' which should be 'joy for ever,' or touch their hearts, or fire their spirits, or deepen their reverence or their fervour. He was not a poet, a priest, or a prophet, but only a cold, clear intelligence, raying down pure white light, which brightened everything on which it fell, but warmed nothing—a star of at least the second, if not the first magnitude, in the intellectual firmament."

Cavendish was descended on both sides from high aristocratic families, and inherited at length prodigious wealth, which, to a being of his restricted sympathies, was only a worry, and worse than useless. The bankers where he kept his accounts, we are told, in looking over their books on one occasion, found that Cavendish had an enormous sum in their hands: "Some say nearly eighty thousand pounds; and one of them said, that he did not think it right that it should lay so without investment. He was therefore commissioned to wait upon Mr. Cavendish, who, at that time resided at Clapham. Upon his arrival at the house he desired to speak to Mr. Cavendish. The servant said, 'what is your business with him?' He did not choose to tell the servant. The servant then said, 'You must wait till my master rings his bell, and then I

will let him know.' In about a quarter of an hour the bell rang, and the banker had the curiosity to listen to the conversation which took place. 'Sir, there is a person below, who wants to speak to you.' 'Who is he?' 'Who is he? What does he want with me?' 'He says he is your banker, and must speak to you.' Mr. Cavendish, in great agitation, desires he may be sent up, and before he entered the room, cries, 'What do you come here for? What do you want with me? Sir, I thought it proper to wait upon you, as we have a very large balance in hand of yours, and wish for your orders respecting it.' 'If it is any trouble to you, I will take it out of your hands. Do not come here to plague me.' 'Not the least trouble to us, sir, not the least; but we thought you might like some of it to be invested.' 'Well! Well! What do you want to do?' 'Perhaps you would like to have forty thousand pounds invested.' 'Do so! Do so, and don't come here and trouble me, or I will remove it.'

The favourite residence of Cavendish was "a beautiful suburban villa at Clapham which, as well as a street or row of houses in the neighbourhood, now bears his name. 'The whole of the house at Clapham was occupied as workshops and laboratory.' 'It was stuck about with thermometers, rain-gauges, &c. A registering thermometer of Cavendish's own construction, served as a sort of landmark to his house. It is now in Professor Brande's possession.' A small portion only of the villa was set apart for personal comfort. The upper rooms constituted an astronomical observatory. What is now the drawing-room was the laboratory. In an adjoining room a forge was placed. The lawn was invaded by a wooden stage, from which access could be had to a large tree, to the top of which Cavendish in the course of his astronomical, meteorological, electrical, or other researches, occasionally ascended.

"The hospitalities of such a house are not likely to have been overflowing. Cavendish lived comfortably, but made no display. His few guests were treated, on all occasions, to the same fare, and it was not very sumptuous. A fellow of the Royal Society reports, 'that if any one dined with Cavendish he invariably give them a leg of mutton, and nothing else.' Another Fellow states that Cavendish 'seldom had company at his house, but on one occasion three or four scientific men were to dine with him, and when his house-keeper came to ask what was to be got for dinner, he said "a leg of mutton!" "Sir, that will not be enough for five." "Well then, get two," was the reply."

Into this *sanctum* woman was never admitted. In fact, Cavendish's sentiment towards the sex was by no means a negative one, for it manifested itself as a thorough aversion. It was a man-servant who was alone permitted twice to approach—but even he only to approach, not to attend him—on the last day of his brief mortal illness. As might be expected, it was a strange end which this inscrutable being made; and Dr. Wilson adopts the following narrative respecting it. "He went home one evening, (Mr. Lawson believes from the Royal Society,) and passed silently as usual to his study. His man servant observed blood upon his linen, but, *dared* not ask the cause. He remained ill for two or three days, and on the last day of his life, he rang his bell somewhat earlier than usual, and when his valet appeared, called him to the bedside, and said,—

"Mind what I say—I am going to die. When I am dead, *but not till then*, go to Lord George Cavendish, and tell him of the event. Go!"

"The Servant obeyed.

"In about half an hour, Cavendish rang his bell again, and calling his servant to his bedside, desired him to *repeat* what he had been told, 'When I am dead, &c.'—'Right. Give me the lavender-water. Go!"

"The servant obeyed, and in about half an hour, having received no further summons, he went to his master's room, and found him a corpse."

Teach your children the elements of Christian Philosophy, the Bible, lessons of Love, and Temperance, and Knowledge, and Virtue, and Faith, and Hope, and Charity, and you may turn them into the world without a pang of apprehension, without a doubt of distrust or fear: they will never injure the State.

If we are not content with such things as we have, we shall never be satisfied with such things as we desire.

There were four good habits which a wise and good man earnestly recommended in his counsels and by his own example; and which he considered essentially necessary for the happy management of temporal concerns: these are punctuality, accuracy, steadiness, and despatch. Without the first, time is wasted. Without the second, mistakes the most hurtful to our own credit and interest, and that of others, may be committed. Without the third, nothing can be well done; and, without the fourth, opportunities of advantage are lost which it is impossible to recall.

READERS.—Readers may be divided into four classes. The first may be compared to an hour-glass, their reading being as the sand; it runs in, and it runs out, and leaves not a vestige behind. A second class resembles a sponge, which imbibes everything, and returns it nearly in the same state, only a little dirtier. A third class is like a jelly-bag, which allows all that is pure to pass away, and retains only the refuse and the dregs. The fourth class may be compared to the slave in the diamond mines in Golconda, who, casting aside all that is worthless, preserves only the pure gem.—*Coleridge*.

AFFECTION.—Oh cast thou not affection from thee! In this bitter world hold to thy heart that only treasure fast. Watch, guard it—suffer not a breath to dim the bright gem's purity.

In early life, aim at the mastery of the mind: give earnest attention to the trains of thought encouraged, as habit may be thus unconsciously formed, the influence of which may be permanently irremediable, and peril the happiness of life and the immortal interests of the soul.

The influence which woman exerts is silent and still, felt rather than seen, not chaining the hands, but restraining our actions by gliding into the heart.

When we are in a condition to overthrow falsehood and error we ought not to do it with vehemence nor insultingly, and with an air of contempt, but to lay open the truth, and with answers full of mildness to refute the falsehood.

Open your hearts to sympathy, but close it to despondency. The flower which opens to receive the dew, shuts against rain.

A kind word will often tell more than the severest reproof, and a sigh of sorrow makes a far deeper impression than an open censure

Educational Intelligence.

CANADA.

Items.—A bill to incorporate "Trinity College, Church University," in the City of Toronto, has passed the Legislature. Measures have also been taken to establish a Normal School in Lower Canada.—A very interesting meeting of the County of Middlesex Teachers' Association was held in Delaware, on the 5th inst. Various resolutions were passed, and valuable essays read before the association.

Meeting of the Teachers' Association, Whitby.—The meeting of this Association took place on Friday, the 27th of June, in the Rev. Mr. Thornton's chapel, and, as we understand, was most creditable to all concerned. Our readers will doubtless be taken by surprise when it is stated that little short of a thousand persons, juvenile and adult, were congregated on the occasion. Mr. Alexander was present for Brooklin, together with the most of his pupils. All, or nearly all, who compose the various schools in Oshawa were also in attendance. We learn that there were a number of speakers who addressed the members of the Association and the assembly, among which we may mention Mr. Thornton and Professor Hind, from Toronto. Much satisfaction has been expressed relative to the whole proceedings.—[Oshawa Reformer.

Common School Examination and Competition, Port Hope.—A public examination of Mr. Spotton, and Mr. Boate's pupils, took place on Tuesday last, and was conducted by the Rev. W. Ormiston in his usual happy and skilful manner. The subjects chosen for examination were English Grammar, Arithmetic, Geometry, and Algebra. The competitors

were, three from Mr. Boate's school, and three from Mr. Spotton's. We were much pleased with the manner in which the contending parties acquitted themselves in the various exercises of the day. The examination commenced at 11 o'clock, and with the exception of an hour's intermission, it was continued until 6 o'clock in the evening. The examination was carried on with much spirit and emulation throughout, and the greatest interest was felt and manifested during the whole time.—[P. H. Watchman.

Mount Elgin Industrial School.—It will be seen by the following extract of a letter from the Rev. Enoch Wood, General Superintendent of Missions in Western Canada, addressed to the Rev. Dr. Alder, that the authorities of Canada have recently furnished a most gratifying proof of the high estimation in which they hold the society and its labours, and of their earnest desire for the welfare and happiness of the aborigines under their care. Mr. Wood, under the date of the 9th of the last month, thus writes from Toronto:—"I yesterday concluded an agreement with Colonel Bruce, at the head of the Indian Department, with the approbation of his lordship the Governor General, to receive £800 per annum for two years, on condition of maintaining fifty Indian youths at Alderville Industrial School. At the end of this period we are to make another arrangement, founded upon what our experience may teach us. The documents shall be forwarded. In this business I have been very cordially sustained by the Rev. J. Ryerson, Co-Delegate, and the board of management. By unremitting perseverance I have at length accomplished what I have for so long a time had in view—the entire control of that institution by the Missionary Society. The buildings, (which cost about £1,800,) and the new farm of 200 acres, are all placed in our hands, with the £800 per year, for the benefit of the Indian tribes. His Lordship and Colonel Bruce have acted in the most generous and confiding spirit. I am certain you will be delighted to know that persons occupying so eminent a position, whose observations upon the society have been made in different parts of the world, express their respect and confidence both in its agents and managers."—[London Watchman.

BRITISH AND FOREIGN.

Items.—The subscription for a free library in Manchester amounts to nearly £9,000.—The pupils of the Yorkshire school for the blind, several of whom (both male and female) have attained a proficiency in music truly astonishing, last week gave a concert in the festival concert room.

The Pope and the Queen's Colleges.—The correspondent of the *Chronicle*, writing from Dublin, says:—"I have ascertained to a certainty, that the decrees of the Thurles Synod, condemning the Queen's colleges, as institutions 'dangerous to faith and morals,' have been sanctioned by the Pope, without any change or qualification. Some slight alterations have been made in the statutes of the Synod, respecting matters of ecclesiastical discipline in the various dioceses; but those which refer to the colleges have been approved without any modification whatever. The counter memorial, forwarded to Rome by thirteen of the Roman Catholic prelates, has, consequently, been altogether unavailing. After the promulgation of the rescript announcing this decision, any clergyman remaining in connection with the colleges would be suspended *ipso facto*. As regards the attendance of the Roman Catholic laity at the colleges, no change is necessarily made by the Papal sanction of the decrees of the Thurles Synod. There is no actual prohibition, but after the withdrawal of the Deans of Residence from those institutions, the prelates opposed to them will exercise their utmost influence in preventing the children of Roman Catholic parents from attending."

Parliamentary Statistics of Crimes and Education.—According to returns to Parliament, the commitments for crimes in an average of nine years, in proportion to population, are as follows:—In Manchester, one in 140; in London, one in 800; in all Ireland, one in 16,000; and in Scotland, (celebrated for her learning and religion,) one in 20,000! Thus it will be seen that in Manchester, the crimes and commitments are six times more numerous than in the crowded city of London, and one hundred and forty-three times more than in Scotland. Ireland, at large, compared with Scotland, has more than twelve times the amount of crime, which shows most conclusively that poverty and a want of education are prolific sources of crime and misery. Who is answerable to God and the human race for that erroneous system of government which crushes a whole nation in the dust beyond the hope of a better condition, entailing upon millions the same degradation, ignorance, and vice, that now is appalling to the civilized world?

Literary Pretensions to the Franchise.—We are given to understand, on what we deem reasonably good authority, that the measure which Lord John Russell proposes to introduce next year for the extension of the parliamentary franchise, will recognize education and literary standing—apart from all other considerations—as electoral qualifications.—[Athenæum.

Science at Oxford.—At the convocation, held on the 17th of June, an increase of the stipends of certain of the professors of physical and natural science was proposed, and partially agreed to; but the scheme of a new university museum was non-placeted, by a majority of nearly two to one. Dr. Pusey spoke in Latin against the proposed museum, urging that to extend the advantages of the university to a larger class of students, is at present the chief object to which the available funds should be devoted. The proposal negatived was to grant £30,000 stock in three per cents. from the press account towards a fund for building a new university museum. The professorships increased in stipend are, Camden Professor of History from £140 to £300; Reader in Mineralogy from £100 to £250.

UNITED STATES.

Items.—In New York colleges and universities are usually supported by legislative grants. The college bill which passed the third reading in the Senate, on Wednesday, appropriates \$5,000 each to the University of Rochester and Genesee College; \$1,000 each to five Medical Colleges, and divides \$17,000 among the colleges in the State, except Union and Columbia, according to the number of students in them respectively.—A law has been passed in Kentucky, which gives to widows having children of the proper age to attend the public schools, the right to vote in the election of school trustees, &c.—The usual annual college commencements are now being held at the seats of most of the American universities and colleges in the United States.

Literary and Scientific Intelligence.

Items.—The meeting of the British Association for the advancement of science took place this year at Ipswich, commencing on the 2nd of July. Prince Albert and Prince Lucien Buonaparte were present. The usual time of meeting is not till September, but it has been arranged to take place earlier this year, to give foreign scientific men who come to England to see the Exhibition an opportunity of attending.—In the French Academy of Sciences, some interesting experiments have been made in producing mineral coal by an artificial process. Wood is put into an iron or glass cylinder, and closed against any escape of air, and applied to a heat of 660. The result has been, that the wood was melted and reduced to mineral coal. Old wood of dry fibre produced dry coal; but young wood, or that which was put in wet, produced a glutinous coal. It is expected that this class of experiments will throw much light on the subject of geology and the production of mineral coal in the earth.—From Berlin we learn the death of the well-known sculptor, Christian Frederick Tieck, aged 74. Herr Tieck was a pupil of the illustrious Schadow, and Germany owes to him some of the best of her modern works. Among these are mentioned the monument of the late Queen Louisa, of Prussia—the statues of Marshal Saxe, of Lessing, of Erasmus, of Grotius, of Herder, of Burger, of Walstein, and of William and Maurice of Orange—all at Munich; the sculptures of the pediment and friezes of the Theatre Royal at Berlin; the full-length statues of Necker, of the Duke de Broglie, of Augustus William Schlegel, and of M. de Rocca, made for Madame de Stael; the front gate of the cathedral at Berlin; and the bronze equestrian statue of Frederick William at Ruppin. The deceased sculptor was brother to the celebrated poet of the same name.—Rauch's equestrian statue of Frederick the Great was unveiled on the 31st of May, the one hundred and tenth anniversary of Frederick's ascension to the throne of Prussia amid great pomp, and in the presence of vast multitudes.—Perthes, the publisher of Hamburg, paid Neander on the sale of a single work, more than \$20,000, exclusive of the interest his heirs have in it. Poets like Uhland, Frellgrath, Lepau, Geibel, have also received as much as \$6,000 or \$12,000 on the sale of a single little volume.—From the catalogue of the 51st Leipzig book fair, we learn that the number of books printed in Germany in the six months since the last fair amounts to 3,684, and 1,136 more are in the press.—At the suggestion of Sir John Herschell, the new planet just discovered by Mr. J. R. Hind, is, in allusion to the tranquility now reigning in Europe, to be called Irene, properly, Eirene, peace.—Mr. Fox, one of the partners in the firm that erected the Crystal Palace, was formerly a teacher in the Liverpool Mechanics' Institute.—The successful candidate for the Great Exhibition Prize Essay, given by the Rev. Dr. Emerton, of Manwell College, is the Rev. I. C. Whish, K. C. B., of the Bengal army—the hero of the Moulton.—It has now been ascertained that the waters of the Mediterranean and the Red Sea are exactly on a level.—Alfred the Great learned his alphabet at 12 years of age; Moliere could hardly read or write at 14; Dr. Carter began his studies at 19; Volerinus learned to read at 15; and Sir Isaac Newton, according to his own avowal, was inattentive to study, and ranked low in the school till the age of 12.—By the census of the population of Antigua, just taken, the totals are, males, 17,616; females, 19,520. Total, 37,136. Excess of female population over the male, 1,914: an increase of

nearly one thousand since the last census was taken in 1844.—Letters from Christiana announce that the Swedish government is fitting out an Expedition for the circumnavigation of the world.—A new system of posting the names of streets has been patented in London, and is on trial by the authorities. The name is blown or stamped in the glass on the street lamps, and is thus seen equally as well by night as by day.

The Cities of London and Paris compared.—The report of M. Darcy, divisional inspector of the Ponts et Chaussées, who has been to England to obtain information relative to the macadamized roads, has just been published. In this work we find the following particulars relative to the population, extent of the streets, &c., in Paris and London:—The total surface of London is 210,000,000 square metres; its population is 1,321,000; number of houses, 260,000; extent of the streets, 1,126,000 metres; extent of the streets, not including the foot-pavement, 6,000,000 metres; extent of the sewers, 639,000 metres. The total surface of Paris is 34,379,016 square metres; population, 1,053,379; number of houses, 20,526; extent of streets, 425,000 metres; surface of the streets, 425,000 metres; surface of the streets, exclusive of the foot-pavement, 3,600,000 square metres; length of the sewers, 135,000 metres; surface of the foot-pavement, 333,000 metres. Thus, in London, every inhabitant corresponds to a surface of 100 metres; at Paris, to 34 metres. In London, the average of inhabitants for each house is $7\frac{1}{2}$; at Paris, 34. In London, the average length for each house corresponds to 40 metres 40 centimetres; at Paris, to a length of street of 15 metres. These details establish the difference which exists between the two cities, from which it appears that there is in London a great extent of surface not built over; that the houses are not very high, and that almost every family has its own. The Boulevards of Paris is the part where the greatest traffic takes place, and the following are the results of the observations of M. Darcy on this subject:—On the Boulevard des Capuchines there pass every 24 hours 2,070 horses drawing carriages, Boulevard des Italiens, 10,750; Boulevard Poissonniere, 7,720; Boulevard St. Denis, 9,609; Boulevard des Filles du Calvaire, 5,85; general average of the above, 8,600. Rue due Fabourg St. Antoine, 4,300; Avenue des Champs Elysees, 8,950. At London, in Pall Mall, opposite Her Majesty's theatre, there pass at least 300 carriages every hour. On London bridge, not less than 13,000 every hour. On Westminster bridge the annual traffic amounts to not less than 3,000,000 horses. By this it will be seen that the traffic in Paris does not come up to one-half of what it is in the macadamized streets of London.

Experimental Proof of the Earth's Rotation.—Within the last few weeks, a young and promising French physicist, M. Foucault, who was induced by certain reflections to repeat Galileo's pendulum experiment in the cellar of his mother's house at Paris, succeeded in establishing the existence of a fact, connected with it which gives an immediate and visible demonstration of the earth's rotation. Suppose the pendulum to be set moving in a vertical plane from north to south, the plane in which it vibrates, to ordinary observation, would appear to be stationary. M. Foucault, however, has succeeded in showing that this is not the case; but that the plane is itself slowly moving round the fixed point as a centre in a direction contrary to the earth's rotation—i. e., with the apparent heavens, from east to west. His experiments have since been repeated in the hall of the observatory, under the superintendence of M. Arago, and fully confirmed. If a pointer be attached to the weight of a pendulum suspended by a long and fine wire, capable of turning round in all directions, and nearly in contact with the floor of the room, the line which this pointer appears to trace on the ground, and which may easily be followed by a chalk mark, will be found to be slowly but visibly turning round, like the hand of a watch dial; and the least consideration will show that this ought to be the case, and will excite astonishment that so simple a consequence as this is, of the most elementary laws of geometry and mechanics, should so long have remained unobserved. * * * The subject has created a great sensation in the mathematical and physical circles of Paris. It is proposed to obtain permission from the Government to carry on further observations by means of a pendulum suspended from the dome of the pantheon, length of suspension being a desideratum in order to make the result visible on a larger scale, and secure greater constancy and duration in the experiment.—[Literary Gazette.

Great Discovery in Illuminating and Motive Power.—The *Railway Times* has the following:—“The decomposition of water has at length been obtained, and that at a merely nominal cost, and with unerring precision. This great discovery originating in America, has been perfected by the experiments of an eminent German chemist, and patented in the three kingdoms by Mr. Shepard. The carburetted hydrogen may be formed to any extent, which, while possessing an illuminating power equal to that of coal gas, is capable of being itself applied to the same purpose as steam at a remarkable high pressure. The gas is also capable of producing an amount of caloric equal to that of live coal, and so well and cheaply fitted to act as a combustible agent in the conversion of water into steam. This

tremendous power has been for some time engaging the attention of our most eminent engineers, and will, when sufficiently tested, be experimented upon before the public. If successful, as there is every present appearance of its being, the revolution it must effect in the economic working of railways, and indeed in every branch of trade and manufacture where steam is employed as a motive power, is altogether incalculable. It almost opens to the wondering gaze the Utopian vista in which unskilled manual labour shall be no longer necessary. It is sufficient for us, however, to state that several of the leading railway companies are in treaty with the patentee; and that, consequently, if anything whatever is capable of being made out of the discovery, the railway interest will possess at once the first benefit and chief honour in its realization.”

The New Ring of Saturn.—We had occasion to announce recently that the Messrs. Bond, the astronomers at the Cambridge Observatory, had ascertained beyond all doubt, the existence of a *third* ring around the Planet Saturn. The new ring, at the time of its discovery, was well observed and carefully defined; and subsequent observations have confirmed the deductions first made. The same appearances, noticed at the Cambridge Observatory, were afterwards observed by Messrs. Dawes and Lassell, in England. The honour of the discovery belongs to Messrs. Bond, under whose faithful and intelligent labours, the great Equatorial at Cambridge has already made many important contributions to this department of astronomical science. The eighth satellite of Saturn, it will be remembered, was discovered by Mr. Bond, about two years ago.—[Boston Traveller.

Mr. Wyld's Model of the Earth.—The model of the earth, constructed by Mr. Wyld, the Queen's Geographer, which it was originally intended should have a place in the Crystal Palace, is now on exhibition, in a building erected for its accommodation in Leicester square; as it was found that the necessary arrangements for erecting and exhibiting the model, were incompatible with the space and convenience that could be afforded by the building in Hyde Park. This gigantic model is on a scale of ten miles to an inch. It is constructed on the concave surface of a globe, the south pole occupying the lower portion, and the north perpendicularly above it, without regard to the inclination of the ecliptic. Four galleries connected by stairs in the centre enable one to survey the whole internal surface, and from the upper gallery, over which the icy regions of the north pole form a canopy, the eye reaches downward in all directions, and is able to embrace almost the whole surface of the globe. Each part of the model is appropriately tinted—the fertile valley, the granite range, the snowy peaks, the volcanic craters, the lake, the river, and the sandy plain—so that vivid impressions can be obtained of all the features of the earth's surface.—[Ibid.

The Crystal Palace by Moonlight.—The clear nights and the full bright moon have enabled us to see the Crystal Palace in a new light—that of moonlight, and certainly, like Melrose, you must see it by moonlight, if you would see it rightly. Under the blue cloudless azure of the heavens, studded with its glittering star eyes, the traveller westward sees its elegant proportions sail out into exquisite relief above the long line of Knightsbridge Barracks, like a delicate caprice of an evening's frost, gracefully disclosing its chaste beauties to its own chaste moon. Approach nearer and a hundred moons sparkle in the tall arched transept, and the “broken light of stars” smile at you through the web of iron net-work, and a silver glitter, chequered by the arms of intervening trees, floats outward till it loses itself in the dark distance of the Park.—[Leigh Hunt's Journal.

The Berlin Museum.—The Museum is a showy building—one of the finest in Berlin. Along its front is a row of fluted columns, and upon the walls behind them allegorical fresco paintings, consisting of groups of figures larger than life, the work of Baron Cornelius. Upon a platform by the side of the steps leading up to the colonade at the entrance to the Museum, stands the Amazon group in bronze, a production of Kist, the model of which has attracted so much attention in the Exhibition in London, which model, it is understood, has been presented by the Prince of Prussia to the Queen of England. It is a most striking group—one of the works of art in Berlin which one stops to gaze at every day if he happens to be passing by.—[Correspondent Boston Traveller.

The Bible, the First Printed Book.—Interesting Historical Miscellanea.—It is a remarkable and interesting fact, that the very first use to which the discovery of printing was applied was the production of the Holy Bible. This was accomplished at Mentz, between the years 1450 and 1455. Gutenberg was the inventor of the art; Faust, a goldsmith, furnished the necessary funds. Had it been a single page, or even an entire sheet, which was then produced, there might be less occasion to have noticed it; but there was something in the whole character of the affair, which, if not unprecedented, rendered it singular in the usual current of human events. This Bible was in two folio volumes, which have been justly praised for the strength and beauty of the paper, the exactness of the register, and the

lustre of the ink. The work contained twelve hundred and eighty-two pages, and, being the first ever printed, of course involved a long period of time, and an immense amount of mental and mechanical labour; and yet, for a long period of time after it had been finished and offered for sale, not a single human being, save the artists themselves, knew how it had been accomplished. Of the first printed Bible, eighteen copies are known to be in existence, four of which are printed on vellum. Two of these are in England, one being in the Grenville collection. One is in the royal library of Berlin, and one in the royal library of Paris. Of the fourteen remaining copies, ten are in England, there being one copy in each of the libraries of Oxford, Edinburgh, and London, and seven in the collections of different noblemen. The vellum copy has been sold as high as \$1300. James Lennox, Esq., of this city, has a copy in his library, which was purchased by Mr. David Davidson, agent for Messrs. Wiley & Putnam, at auction, in London, in 1848, for the sum of £500, sterling, equal to \$920, independent of freight or duties. The custom-house officers passed it free of duty, in consideration of its being a curiosity. It is the only copy on this side of the Atlantic.—[N. Y. Christian Intelligencer.

Early Versions of the Bible.—As soon as printing was invented, Christianity availed itself of the discovery, for the purpose of multiplying copies of the Holy Scriptures in every language, as may be seen by the following detail:—

	A. D.
1st. Faust's Catholic Edition,	1462
2nd. Bender's on Bember's,	1467
3rd. Malermis' Italian Bible,	1471
4th. Four Gospels, (Belgic,)	1472
5th. Entire Bible, do,	1475
6th. Julian's (an Augustine Monk,)	1477
7th. Delft Edition,	1477
8th. B. Ferrier's Edition, (Spanish,)	1478
9th. Gonda Edition,	1479
10th. Guyard's des Moulin's, (French,)	1490
11th. Four Versions printed before,	1522
12th. Luther's New Testament, (Protestant,)	1522
13th. Estaple's New Testament, (Catholic,)	1523
14th. Tyndal's New Testament, (Protestant,)	1526
15th. Estaple's Old Testament, (Catholic,)	1528
16th. First Protestant Belgic Version,	1527
17th. Luther's Old Testament, (Protestant,)	1530
18th. Tyndal's Pentateuch, (Protestant,)	1530
19th. Bruccioli's Italian Bible, (Catholic,)	1532
20th. Coverdale's Version, (Protestant,)	1535
21st. Olivater's French History, (Protestant,)	1537
22nd. First Italian Protestant Version,	1563
23rd. Antwerp and Louvian Bible, (Catholic,)	1578
24th. Rhenish Testament, (Catholic,)	1582

In the beginning of the next century the Catholic Douay Bible was published, and was followed by the well-known King James' Protestant Bible. The oldest and most known manuscripts are:—

1st. German Catholic MSS. A. D.,	800
2nd. Italian do. do.	1270
3rd. Spanish do. do.	1280
4th. Anglo-Saxon, do.	1200 and 1300
5th. French Catholic do.	1299

But the latin versions were generally used as long as the latin continued to be spoken and understood in Europe.—[English paper.

Wycliffe's Version.—"The long expected reprint of the English Version of the Scriptures, made from Latin Vulgate by Wycliffe and his followers, has just appeared in four quarto volumes. It is from the Oxford University Press, and has been produced under the able editorship of the Rev. John Forshall, Secretary of the British Museum, and Sir Frederic Madden, Keeper of the Manuscripts in the same institution. We trust to be enabled to make a full report of it in our next number.—[Journal of Sacred Literature.

Distribution of the Bible.—The entire dispersion of Bibles and Testaments in English at home and abroad, during the last fifty years, has been about 27,000,000. It has also been estimated that within the last fifty years 32,000,000 of Bibles has been distributed over the earth, translated into two hundred dialects.

Periodical Press.—The *Jameston* (Chautauque) *Journal*, publishes a lecture, delivered as one of an academic course, by D. Sherman, Esq., which gives an interesting history of the Periodical Press, derived from authentic sources, and exceedingly well presented. The first newspaper was issued in manuscript, at Venice, in 1583, and was called the *Gazette*. The first printed newspaper was published in England, in 1588, called *The English Mercurie*, imprinted by Her Majesty's Printer. The paper was not regularly published. The first periodical newspaper was published at Frankfort, Germany, in 1610. In 1624, the *Public Intelligencer* and *London Gazette* was established. Soon afterwards various papers had their entrances and exits in London, among which were *The Scots Dove*, *The Parliament Kite*, *The Secret Owl*, &c. *The Spectator* was the first purely literary journal. It appeared in 1711. This publication, as it is known,

owes its immortality to Addison. *The Tatler*, conducted by Sir Richard Steele, though published a short time previous, was not exclusively literary. The first French newspaper was published at Paris, in 1631, by Ronandot, a Physician. The first Literary Journal and Review ever published was *Le Journal des Savans*, commenced in 1665, in France. There are now published in France, seven hundred and fifty journals, of which three hundred and ten are political. The first American paper was *The Boston News-Letter*, which appeared on the 24th of April, 1719. *The Boston Gazette* was started soon after. The third American newspaper was the *American Weekly Mercury* which appeared in Philadelphia on the 22nd of December, 1719. The fourth American newspaper was the *New England Courant*, established at Boston, August 17, 1721, by James Franklin, elder brother to him rendered his name so illustrious.

London Periodicals.—It is stated that in London the sales of periodicals are as follows:—*The Family Herald*, 175,000; *London Journal*, 170,000; *Reynolds' Miscellany* and other works, 55,000; *Lloyd's Miscellany* and other works, 95,000. Some of the publications sell for three half-pence, and their reputed circulation are these:—*Chambers' Journal*, 80,000; *Eliza Cook's Journal*, 15,000; *Leigh Hunt's Journal*, 6,000; *London Labour and Poor*, 12,000; *Household Words*, 30,000; *Holyoake's and Watson's* publications, most of which are sold for two-pence, nearly 12,000.

A century ago, the amount expended in books, periodicals, and newspapers, did not exceed £100,000 a-year, whereas the sum now so expended annually is calculated at £2,100,000.

Discovery of a Beautiful Cave in Manchester, VI.—We learn from the Vermont Union *Whig*, that a party of hunters discovered a beautiful cave in Manchester in that state, on the 7th inst. The cave is situated upon the southern extremity of the equinox mountain, about half way from the base of the summit. The entrance is by a gradual descent of about 30 feet, into a spacious apartment, measuring 36 feet in length, 27 feet in breadth, and 13 in height, and having a bottom as level and almost as smooth as a floor. From this room a narrow passage leads into an apartment far exceeding the former, both in extent and magnificence, and in which were found three colossal pillars, 20 feet in height and 15 in circumference, of spectral whiteness, and smooth as polished marble. In the third room were found considerable quantities of iron and lead, together with a kind of ore resembling silver. The exploration was continued until after passing through no less than nine apartments the party found themselves upon the brink of a precipice. On throwing down a large stone, a faint splash was returned after a few seconds, from which was inferred the existence of a pond of water at the bottom of the abyss. The whole of the cavern, with the exception of this pond, was perfectly dry.

New Wingless Bird.—At the meeting of the Linnean Society, Dec. 17th, Mr. Westwood called the attention of the Society to a wingless bird on Lord Howe's island—an island situate between New Holland and Norfolk Island. This spot has been accidentally visited by Captain Poole, of the East India Company's Service, who, considering it a favourable spot for colonization, has induced six Irishmen and their wives and families to settle on it. The place is now one of constant resort for the supply of water and provisions to the South Sea whalers. As no Government has owned it, this island is at present the property of Captain Poole. It is of considerable extent, and has on it two high hills which can be seen at a distance of sixteen leagues at sea. On this Island Captain Poole has discovered the bird in question. It is about the size of a rail—and is considered by the settlers as good eating. Mr. Westwood thought the announcement of the existence of this bird—which was not previously known to exist in those regions—would be received with interest in connection with the discovery of the extinct wingless birds of New Zealand. No specimen has yet arrived in England, but some are on their way.—*Athenaum*.

Wonders of Chemistry.—Aquafortis and the air we breathe are made of the same materials. Linen, and sugar, and spirits of wine, are so much alike in their chemical composition that an old shirt can be converted into its own weight in sugar, and the sugar into spirits of wine. Wine is made of two substances—one of which is the cause of almost all combinations of burning, and the other will burn with more rapidity than any thing in nature. The famous Peruvian bark, so much used to strengthen stomachs, and the poisonous principles of opium, are formed of the same materials.—[Scientific American.

Geological Discovery.—The following interesting geological discovery has just been made by General Cullen at Cochin:—A question having been raised as to the relative positions of that most mysterious of rocks, laterite, and the shell limestone on which in this quarter it was said to rest, General Cullen caused a well to be dug from the top of the cliff, about 40 feet above the level of the sea, downwards to this depth; it was about 80 feet inland. At the depth of 37½ feet he came to shell of limestone

—a well sunk near sea 84 miles to the south-west, gives precisely the same results. The limestone is one of the most modern of our formations. The shells contained in it seem all recent—the lignite and fossil remains are close by. The supposition that laterite is nothing else than decomposed granite, or trap *in situ*, is thus completely and at once disposed of; by knowing what it is not, we may by-and-by be led to infer what it is. Gen. Cullen has now led a career in India of honour and usefulness, exceeding 40 years in duration; and, with all the ardour of true philosophy and alacrity of youth, he pursues his favourite science with an energy which at his age is in India as rare as it is admirable. It is not every one who is in a position to dig a well 40 feet deep through solid rock to ascertain the relation of two sets of strata.

Editorial and Official Notices, &c.

APPORTIONMENT OF THE SCHOOL FUND, 1851.—Since the publication of the *Journal* of last month, replies on the subject of the apportionment of the school fund for 1851 have been received at the Education Office from several county municipalities in addition to those enumerated in the circular from the Chief Superintendent to local superintendents.

The following municipal councils have expressed a wish that the basis of the distribution of the school fund for 1851, should be that of school population, as reported for 1850, viz. :—

1. The County of Norfolk.
2. The United Counties of Northumberland and Durham.
3. The United Counties of Stormont, Dundas, and Glengarry.
4. The United Counties of Frontenac, Lennox, and Addington.
5. The County of Peterborough.
6. The United Counties of Essex and Lambton.
7. The County of Prince Edward.
8. The County of Carleton.
9. The United Counties of Wentworth and Halton.
10. The County of Oxford.
11. The County of Simcoe.

The following have expressed a wish that the distribution of the school fund for 1851 be according to the average attendance of pupils as contemplated in the 1st clause of the 31st section of the school Act, viz. :—

1. The United Counties of Huron, Perth, and Bruce.
2. The County of Middlesex.
3. The United Counties of Lanark and Renfrew.
4. The County of Kent.

The remaining seven county municipalities have either expressed no opinion at all, or else have not yet transmitted their opinion on the subject to the Education Office.

REVISED TERMS OF ADMISSION INTO THE NORMAL SCHOOL, TORONTO.

Adopted by the Council of Public Instruction for Upper Canada, on the 23rd day of July, 1851.

The Council of Public Instruction anxious to adopt such measures as appear best calculated to render the training of the Normal School as thorough as possible, and to diffuse its advantages over every county in Upper Canada as equally and as widely as possible, adopts the following regulations in regard to the duration of the future Sessions of the Normal School, and the mode and terms of admitting and facilitating the attendance of Students at that Institution.

ORDERED, I. That the next Session of the Normal School commence on the 19th day of August next, and terminate on the 15th day of April, 1852; and that hereafter the Semi-annual Sessions of the Normal School shall commence on the 15th day of May, and the 15th day of November, of each year, [and if those fall upon Sunday, the day following,] and continue for a period of *five months* each—to be concluded by a Public Examination, and followed by a vacation of one month.

II. That no male Student shall be admitted under eighteen years of age, nor a female Student under the age of sixteen years. [2]—Those admitted must produce a certificate of good moral character, signed by the clergyman or minister of the religious persuasion with which they are connected; [3]—they must be able to read and write intelligibly, and be acquainted with the simple rules of Arithmetic, and with the elements of Geography and English Grammar; [4]—must sign a declaration of their intention to devote themselves to the profession of School-teaching, and that their object in coming to the Normal School is to qualify themselves better for the important duties of that profession.

III. Upon these conditions, candidates for School-teaching shall be admitted to the advantages of the Institution without any charge, either for tuition, the use of the Library, or for the books which they may be required to use in the School. Other professional Students to be admitted upon paying £1 5s. for attendance at an entire course of lectures during one Session.

IV. The Teachers-in-training shall board and lodge in the city, in such houses and under such regulations as are approved of by the Council of Public Instruction.

V. A sum not exceeding *Five Shillings* per week, towards defraying the expenses of board and lodging, shall be allowed, for the present, to Teachers-in-training requiring assistance, on condition that they will engage to remain for a period of not less than one Session in attendance at the Normal School.

VI. That all candidates for admission into the Normal School must present themselves during the *first week* of the Session, otherwise they cannot be admitted; and their continuance in the School is conditional upon their diligence, progress, and observance of the General Regulations prescribed by this Council.

VII. That all communications be addressed to the Reverend Dr. RYERSON, Chief Superintendent of Schools, Toronto.

By Order of the Council of Public Instruction for Upper Canada.

EDUCATION OFFICE, }
Toronto, 23rd July, 1851. }
J. GEORGE HODGINS,
Recording Clerk.

MAPS AND SCHOOL APPARATUS.—Specimen copies of the maps and library books, selected by the Chief Superintendent of Schools while in Europe, have been received at the Depository connected with the Education Office. They can be seen by any person desirous of inspecting them during the usual office hours each day.

A few extra copies of the national maps of the world have also been received; but not of the others. An order for a large supply of school maps of all sizes and prices has, however, been transmitted to England, and it is hoped, that by the middle or end of September, they will reach Toronto, *via* New York. Previous to that time a catalogue will probably appear in this *Journal*, containing a list of the maps and school requisites, which may be obtained at the Depository connected with the Education Office. It is important that all orders for these maps and requisites should be accompanied with the money, and directions as to the mode of transmission to the parties ordering them.

The following articles may be now obtained at the Depository at the net prices annexed to each. It will be observed that the prices of the maps, &c., are considerably lower than formerly, owing to the advantageous arrangements made by the Chief Superintendent while in England :—

National Map of the World,	£0 17 6
Other National Maps (when they arrive) each,	0 15 0
Coloured Object Lessons, per set of 150,	1 15 0
Plain do. do. do.	0 15 0
Coloured do. assorted, 20 for	0 5 0
Plain do. do. 40 for	0 5 0
Teacher's Common School Register, each,	0 1 3
do. do. per doz.	0 12 6
Page's Theory and Practice of Teaching,	0 5 0
Barnard's School Architecture,	0 7 6
Common School Act, with forms, circulars, &c.,	0 1 3
do. do. per doz.	0 10 0
Hind's Lectures on Agricultural Chemistry,	0 1 3
Morse's School Geography,	0 2 6
Sullivan's English Dictionary,	0 3 9
Hullah's Manual of Vocal Music,	0 8 9
Map of Canaan, with route of the Children of Israel, plan of encampment, &c., &c., (22 by 30 inches)	0 1 6
Reading Tablet Lessons, per set,	0 1 3
Journal of Education, back Vols., stitched, each,	0 5 0
do. yearly,	0 5 0
National School Books at various prices,	0 0 0
Superior Brass Mounted Orrery, (3 feet in diameter)	£2 10 0
Superior Brass Mounted Tellurian (for explaining change of Season, Tides, Eclipses, &c.)	1 0 0
Terrestrial Globe and Stand, 5 inches in diameter, (Singly 6s. 3d.)	0 5 0
20 Geometrical Forms and Solids, including block to illustrate the extraction of the cube root,	0 6 3
Numeral Frame, for teaching Arithmetic with ease	0 5 0
Lunarian (for illustrating the Phases of the Moon and centre of gravity,)	0 5 0
Beautiful 24 inch Hemisphere Globe, hinged (Singly 6s. 3d.)	0 5 0
Explanatory Text Book,	0 1 3
Box, varnished, with lock and key to contain the above	0 5 0
Charge for entire set, as above, including box, &c., &c. ...	5 2 6
Box of Geographical Specimens,	0 10 0

WANTED, by the Trustees of Vienna, section No. 4, in the Township of Bayham, a Teacher for their Common School, with good abilities for teaching and governing, to whom a salary of £75, per annum, will be given.
Vienna, 11th July, 1851.

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