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FREE PUBLIC LIBRARIES IN UPPER CANADA.

At this season of library activity, and in connection with the account of the princely gift of a Free Public Library in Liverpool (worth \$200,000) which was published in the last *Journal*, we have much pleasure in inserting in this early number of the *Journal* the annual statement of the progress of our free public library system in Upper Canada. The statement is in a tabular form, and shows the number and classification of all the library books which have been despatched to the public schools by the Educational Department from November, 1853, to the end of December, 1860. It also includes an account of the number of prize books sent out to the public schools from January, 1857, to December, 1860, as well as a statement of the mechanics' institutes, &c., which have been supplied with books during the same periods. One or two other tables have been added. That relating to prison libraries, &c., will no doubt be regarded with especial interest by those who look upon such agencies as a silent yet important means of influence for good with a class of the community who are often regarded as the outcasts and pariahs of society, incapable of being reclaimed, or unworthy of an effort to do so. The tender feelings of remorse, indicated by the poem written on one of these prison library books, by an inmate of the Provincial Penitentiary, and which we insert on page 29, may have been awakened by the silent teachings of some of these books. Such an influence may prove a potent means, when others fail, of recalling many an erring one to the paths of religion and virtue.

The contemplation of the facts embodied in the tables relating to the extension of libraries in our public schools, will excite lively gratitude in the minds of the lovers of the educational advancement of the country, as it has already elicited the admiration of numerous strangers who visit this country from time to time, especially the American educationists who have made this part of our Canadian school system a subject of special inquiry.\*

"Very much remains in this branch of the system of public instruction to be done," (as observed by the Chief Superintendent in his Report for last year) "but it is worthy of remark that not a month has elapsed during the five years since its establishment without more or less books having been sent out," as may be seen in the table on the following page. From this table it will be seen that the total number of library books sent out up to the end of 1860, was 212,229; the number of prize books sent out from January, 1857, to December, 1860, was 20,194; and the number of volumes of books sent out to mechanics' institutes, &c., was 5,533; making a grand total of 224,563 volumes. The value of these books, together with the value of the maps, apparatus, and other articles sent out from the Map and Apparatus Depository, we give in the following table, which will prove highly interesting to the friends of public schools in Upper Canada.

TABLE shewing the value of articles sent out from the Educational Depository during the years 1851 to 1860 inclusive:

YEAR.	Articles on which the 100 per cent. has been apportioned from the Legislative Grant.		Articles sold at at Catalogue prices, without any apportionment from the Legislative Grant.	Total value of Library, Prize, and School Books, Maps, and Apparatus, despatched.
	Public Library Books.	Maps, Apparatus, and Prize Books.		
	\$ cts.	\$ cts.	\$ cts.	\$ cts.
1851 .....	.....	.....	1,414 25	1,414 25
1852 .....	.....	.....	2,981 13	2,981 13
1853 .....	.....	.....	4,233 14	4,233 14
1854 .....	51,376 23	.....	5,514 18	56,890 41
1855 .....	9,047 15	4,655 53	4,389 46	18,992 05
1856 .....	7,275 82	9,320 87	5,726 76	22,323 45
1857 .....	16,200 92	16,118 28	6,451 20	40,770 40
1858 .....	3,982 99†	11,310 28	6,972 05	22,765 32
1859 .....	5,805 64	11,905 02	6,679 30	24,389 96
1860 .....	6,289 56	16,829 60	5,417 93	27,537 09
Total .....	\$99,873 31	\$72,639 58	\$49,779 34	\$222,297 23

\* See *Journal of Education* for May, 1860, page 65. See also pages 22-24 of this number of the *Journal*.

† The amount expended for libraries seems to have reached its lowest point during the depressing year of 1858.

The following is a full and interesting Statement of the Number and Classification of Public Library and Prize Books sent out from Depository of the Upper Canada Educational Department, from 1853 to 1860, inclusive :

Table with columns: Number of Volumes sent out during the Months of, Total Vols. Library Books, History, Zoology, Botany, Phenomena, &c., Physical Science, Geology, &c., Nat'l Philo-sophy and Manufact's, Chemistry, Agricultural Chemistry, Practical Agriculture, Literature, Voyages, &c., Biography, Tales and Sketches, Practical L., Teachers' Library, Prize Books, Grand total Library and Prize Books. Rows list months from November 1853 to December 1860.

Total to 31st December, 1860 ..... 186,781 32,837 13,131 2,440 5,249 4,134 1,633 11,151 1,332 7,24 7,904 18,467 14,043 20,737 50,751 3,118 42,885 720,646
Deduct volumes returned for exchange, &c. .... 616

Volumes sent to Mechanics' Institutes, &c., not included in the above ..... 229,030 5,533
Grand total Library Books, &c., despatched to 31st December, 1860 ..... 234,563

The Mechanics' Institutes which have received Libraries from the Depository, and the No. of Vols. sent to each, are, in alphabetical order, as follows :

Table with columns: VOLS., YEARS., Name of Institute, VOLS., YEARS. Rows include Baltimore (75, 1858), Berlin (158, 1855), Chatham (313, 1853-4), Cobourg (350, 1856), Collingwood (46, 1857), Drummondville (6, 1859), Fonthill (137, 1858), Lindsay (106, 1858), Guelph (372, 1853-4), Huntingdon, C. E. (150, 1855), Milton (68, 1858), Mount Forest (106, 1860).

LIBRARIES, sent to Mechanics' Institutes, &c.—(Continued.)

	VOLS.	YEARS.
Napanee	27	1857
Newmarket	55	1858-9
Oakville	250	1856
Port Perry	109	1858
Smith's Falls	73	1857-8
St. Catharines	108	1854-9
Streetsville	110	1860
Thorold	300	1858
Toronto	275	1856
Vankleekhill	106	1858
Whitby	263	1857-8-9
<b>Total</b>	<b>3,563</b>	
Books were also sent to the Leeds & Grenville Agricultural Society	208	1855
Educational Department, L. C.	1,000	1860
McGill College, Montreal	200	1857
Sarnia Dialectic Society	82	1858
Southwold Agricultural Society	23	1856
Various other Institutions, &c.	457	1851-8-60
	<b>5,533</b>	

PRISON LIBRARIES IN UPPER CANADA.\*

The following table shows the number of volumes sent out to various prisons, &c., during the years 1856-60:

PRISON LIBRARIES.	Amount received.	Legislative App'nt.	TOTAL.	VOLS.
	\$ cts.	\$ cts.	\$ cts.	
1856:				
Peterborough Jail	22 16½	22 16½	44 33	94
Toronto Jail	131 63	131 63	263 26	616
Woodstock Jail	20 00	20 00	40 00	71
	173 79½	173 79½	347 59	781
1857:				
Lanark and Renfrew Jail	60 00	60 00	120 00	282
Provincial Penitentiary*	46 13	46 13	92 26	174
Whitby Jail	20 00	20 00	40 00	106
	126 13	126 13	252 26	562
1858:				
Provincial Penitentiary*	100 00	100 00	200 00	251
1859:				
Brockville Jail	40 00	40 00	80 00	154
Guelp'h Jail	20 00	20 00	40 00	94
Picton Jail	10 00	10 00	20 00	43
Sarnia Jail	25 00	25 00	50 00	93
Woodstock Jail	19 75	19 75	39 50	82
Reformatory Prison, Penetanguishene	17 00	17 00	34 00	96
	131 75	131 75	263 50	562
1860:				
Barrie Jail	20 00	20 00	40 00	84
Goderich Jail	25 16	25 16	50 32	87
London Jail	5 00	5 00	10 00	14
Peterborough Jail	20 00	20 00	40 00	82
Whitby Jail	10 00	10 00	20 00	36
Reformatory Prison, Penetanguishene	47 66	47 66	95 32	150
	127 82	127 82	255 64	453
1858:				
Provincial Lunatic Asylum	111 93½	111 93½	223 87	386
1860:				
Malden Lunatic Asylum	52 00	52 00	104 00	176
RECAPITULATION:				
For the year 1856	173 79½	173 79½	347 59	781
For the year 1857	126 13	126 13	252 26	562
For the year 1858	100 00	100 00	200 00	251
For the year 1859	131 75	131 75	263 50	562
For the year 1860	127 82	127 82	255 64	453
Lunatic Asylums, as above, 1858	111 93½	111 93½	223 87	386
" " " 1860	52 00	52 00	104 00	176
	\$823 43	\$823 43		
Grand Total			\$1446 86	3171

\* See page 29.

The following STATISTICAL TABLE has been compiled from the "Trade and Navigation Returns" for the years specified, showing the gross value of books (not maps or school apparatus) imported into Canada. This table proves conclusively how incorrect is the statement that the operations of the Educational Depository interfere with the interests of the booksellers:\*

YEAR.	Value of Books entered at Ports in Lower Canada.	Value of Books entered at Ports in Upper Canada.	Total value of Books imported into the Province.	Proportion imported for the Educational Department for Upper Canada.
1850.....	\$101,880	\$141,700	\$243,580	\$ 84
1851.....	120,700	171,732	292,432	3,296
1852.....	141,176	159,268	300,444	1,288
1853.....	158,700	254,280	412,980	22,764
1854.....	171,452	307,808	479,260	44,660
1855.....	194,356	388,792	583,148	25,624
1856.....	208,636	427,992	636,628	10,208
1857.....	224,400	309,172	533,572	16,028
1858.....	171,255	191,942	363,197	10,692
1859.....	139,057	184,304	323,361	5,308
1860.....	Returns not yet published.			
1850 to '59	\$1,631,612	\$2,486,990	\$4,118,602	\$139,952

N.B.—Up to 1854, the "Trade and Navigation Returns" give the value on books entered at every port in Canada separately; after that year, the Reports give the names of the principal ports only, and the rest as "Other Ports." In 1854, the proportion entered in Lower Canada was within a fraction of a third part of the whole, and, accordingly, in compiling this table for the years 1855-59, the value entered in "Other Ports" is divided between Upper and Lower Canada, in the proportion of two-thirds to the former and one-third to the latter.

II. Papers relating to Libraries.

1. IMPERIAL LIBRARIES IN EUROPE.

There have been recent reports from three of the great Public Libraries of Europe, the British Museum, and the Imperial Libraries of Paris and St. Petersburg. The course of the British Museum is onward, under the spirited management of Mr. Panizzi; the splendid annual appropriation for purchases of books, of \$50,000 is continued, and the greatest difficulty is to make room for the flock of students who daily assemble under the shadow of the spacious dome of the new reading room. The French Imperial Library is in gradual process of re-organization, and the vast collections of which it is composed, will no longer remain the chaotic mass they hitherto formed. A well-known antiquarian, M. Prosper Merimée, was detailed to examine the management of the British Museum Library, and has thence derived many valuable suggestions, now about to be reduced to practice. In the fine art department, nearly 800,000 engravings have been catalogued; the entire collection of these is said to embrace 2,500,000 separate engravings. A distinct reading room has been appropriated for casual visitors and general readers, apart from those devoted to students and men of science. From St. Petersburg there is sign of equal activity in the same direction. The Imperial Library is set down as consisting of nearly 900,000 volumes of printed books and MSS., an amount which, if correct, would place it above the British Museum, and second only to the Paris Library. Last year the readers amounted to 40,000.

2. THE INDIA-HOUSE LIBRARY.

The India-house library, now about to be removed to the offices of the Board of Control, Cannon-row, contains upwards of 24,000 volumes of every class of Eastern literature, of which 8,000 are manuscript; this latter part is famous throughout the world of literature as containing the choicest collection of Sanserit and Persian MSS. extant; some of beautiful caligraphy, superbly illuminated, and dressed in elegant native binding, among which are *Shah Namahs*, *Korans*, and poems in elegant variety, monuments of native skill and industry.

In this library is the famous *Koran*, written on vellum, in the

\* From the *Annual Review of the Trade of Toronto*, for 1860, published in the *Globe* of the 7th inst., we insert the following: "WHOLESALE STATIONERY AND BOOKS.—This branch of trade, the existence of which in its present distinct character only dates back a few years, has been prosperous during the past season, and is rapidly becoming an important item in the commerce of the city. \* \* \* The supplying of all the children in the country, at school, is an extensive trade in itself, not only with stationery but with school books, ranging from the primer to the classics. It will thus be seen that this is no unimportant trade; and Toronto is fortunate in possessing a number of establishments exclusively devoted to the business, which, in point of energy and ability, are not surpassed by those of any other branch. \* \* \* The importations of books and stationery into Toronto, for three years past, is as follows: 1858. 1859. 1860.  
 "Devotional books ..... \$— ... \$38,773 ... \$100,350  
 "Books, periodicals, and pamphlets, 99,575 ... 55,384 ... 19,169  
 "Stationery ..... 33,097 ... 33,423 ... 27,519"

ancient Cufic character, by the Caliph Othman III., about 35 of the Heigro (A. D. 655), bearing numerous autographs and seals of Oriental monarchs. There is also a portion of the *Koran* written by Huzult Ali, son-in-law of Mahomet, with the seal of Timour, and other kings of Persia; and a memorandum written by Shah Jehan, referring to his having given 1,500 golden mohurs for it.

Among the early records of the East India Company are two volumes preserved in the library, containing the autographs of subscribers under an Act "for raising £2,000,000 upon a fund for payment of annuities, and for settling the trade to the East Indies," dated 14th of July, 1698, in the tenth year of the reign of William III. The first entry is by the Commissioners of the Treasury, as subscribers of £10,000 in the name of His Majesty. The subscribers, 1,344 in number, include most of the English nobility, as well as foreigners. The signatures are written on 47 pages of parchment. The amounts subscribed, range from £100 upwards, the highest (No. 1,055) being that of John Dubois, for £315,000.

The printed library contains the largest and most unique collection of works on all subjects relating to India, China, and the Archipelago; and as a whole, may be regarded as one of the most valuable as well as useful libraries in Europe, which is not surprising when it is remembered that that distinguished Oriental scholar, Professor H. H. Wilson, was for nearly a quarter of a century the librarian.

It is gratifying to know that the Secretary of State for India has determined to maintain and extend the library of the India-office, and render it as perfect as possible, and has appointed Dr. Ballantyne, of Benares, to succeed Professor Wilson as principal librarian, who will bring great talents as an Oriental scholar in carrying out his intentions.

### 3. GREAT CIRCULATING LIBRARY IN LONDON.

Mr. Mudic, the famous proprietor of a circulating library in London, furnishes the *Athenæum* the following list of the total number of works added to his establishment since January, 1858. It indicates to some extent the relative circulation of various classes of works in the current literature:—History and Biography, 87,210 vols.; Travel and Adventure, 50,572 vols.; Fiction, 166,445 vols.; Miscellaneous, including works on Science and Religion, and the principal Reviews, 87,856 vols.; total, 391,083 vols.

### 4. THE LIBRARY OF CONGRESS.

This institution now contains about 60,000 volumes, exclusive of a large number of pamphlets, and about 50,000 public documents. The annual appropriation of \$5,000 for miscellaneous and \$2,000 for law books. It was established during the administration of Jefferson, at his suggestion and by his exertions. It at first contained about 2,500 volumes, and was destroyed by fire when the British burnt the capitol, in 1814. In the same year a resolution was introduced into Congress to purchase Mr. Jefferson's private library, which was passed, the books bought and brought to Washington, and the library of Congress again organized. Various valuable additions being made from time to time, the library contained, in 1851, 55,000 volumes. During that year it accidentally caught fire, and 35,000 volumes were destroyed, and the room was very much injured. This accident finally resulted in the room being made perfectly fire-proof by constructing the alcoves and shelves of cast iron. Soon after, an appropriation of \$75,000 was made by Congress for the purchase of books. This fund was judiciously laid out, and a most excellent collection made of standard and rare works. During the recess of Congress the library is open thrice a week for the public.

## III. Papers on Books and Libraries.

### 1. THOUGHTS ON BOOKS BY EMINENT AUTHORS.

#### BOOKS—OLD FRIENDS.

"The pleasant books, that silently among  
Our household treasures take familiar places,  
And are to us as if a living tongue  
Spake from the printed leaves or pictured faces."  
—Longfellow.

#### BOOKS RECALL THE PAST.

"Books are a part of man's prerogative;  
In formal ink they thought and voices hold;  
That we to them our solitude may give,  
And make time present, travel that of old."  
—Anon.

#### A KINGDOM FOR A BOOK!

"If the crowns of all the kingdoms of Europe were laid down at my feet in exchange for my books and my love of reading, I would spurn them all."  
—Fenelon.

#### BOOKS A SUBSTITUTE FOR LEGISLATION.

"An author may be considered as a merciful substitute to the legislature. He acts not by punishing crimes, but by preventing them."  
—Goldsmith.

#### INFLUENCE OF BOOKS IN YOUTH AND AGE.

"It is books that teach us to refine our pleasures when young, and which, having so taught us, enable us to recall them with satisfaction when old."  
—Leigh Hunt.

#### WHAT BOOKS SHOULD DO.

"Books should to one of these four ends conduce,  
For wisdom, piety, delight, or use."  
—Anon.

#### PHYSIOGNOMY OF BOOKS.

"There is a kind of physiognomy in the titles of books no less than in the faces of men, by which a skilful observer will as well know what to expect from the one as the other."  
—Butler.

#### BOOKS ARE FRIENDS FOR EVERY MOOD.

"In books we have friends for every mood, comforters for every sorrow; a glorious company of immortals, scattering their sweet influences on the worn and beaten paths of our daily life. Shapes "that haunt thought's wilderness" are around us in toil, and suffering, and joy; mitigating labor, soothing care, giving a keener relish to delight; touching the heroic string in our nature with a noble sentiment; kindling our hearts, lifting our imaginations, and hovering alike over the couch of health and the sick pillow, to bless and cheer, and animate and console!"  
—Anon.

#### A HOUSE WITHOUT BOOKS LIKE A HOUSE WITHOUT WINDOWS.

"A house without books is like a room without windows. No man has a right to bring up his children without surrounding them with books, if he has the means to buy them. It is a wrong to his family. He cheats them! Children learn to read by being in the presence of books. The love of knowledge comes with reading and grows upon it. And the love of knowledge, in a young mind, is almost a warrant against the inferior excitement of passions and vices. Let us pity those poor rich men who live barrenly in great bookless houses! Let us congratulate the poor that, in our day, books are so cheap that a man may every year add a hundred volumes to his library for the price of what his tobacco and his beer would cost him. Amongst the earliest ambitions to be excited in clerks, workmen, journeymen, and indeed, among all that are struggling up in life from nothing to something, is that of owning, and constantly adding to, a library of good books. A little library growing larger every year is an honorable part of a young man's history. It is a man's duty to have books. A library is not a luxury, but one of the necessaries of life."  
—Beecher.

#### BOOKS ARE LIFE'S VADE MECUM.

"Books are the Glasse of Counsell to dress ourselves by. They are life's best business; Vocation to these hath more Emolument coming in, than all the other busie Termes of life. They are Fee-lease Counsellours, no delaying Patrons, of easie Access, and kind Expedition, never sending away empty any Client or Petitioner. They are for Company, the best Friends; in doubts, Counsellors; in Damps, Comforters; Times Prospective, the home Traveller's Ship, or Horse, the busie man's best Recreation, the Opiate of Idle weariness, the Mind's best Ordinary, Nature's Garden and Seed-plot of Immortality, Time spent (needlessly) from them is consumed, but with them twice gain'd. Time captivated and snatched from thee, by Incursions of business, Thefts of Visitants, or by thy own Carelessness lost, is by these redeemed in life, they are the Soules Viaticum; and against death its Cordiall,—In a true verdict, no such Treasure as a Library."  
—Whitlock.

#### BOOK A UNIVERSAL LETTER.

A book is a letter addressed to every unknown friend in the world.—Anon.

#### BOOKS—THEIR ABUNDANCE.

Productive was the world  
In many things, but most in books.—Pollock.

#### EVERY BOOK AN ACTION.

Every great book is an action, and every great action is a book.—Luther.

#### DIFFERENT CHARACTERISTICS OF BOOKS.

A good book, in the language of the book-sellers, is a saleable one; in the language of the curious, a scarce one; in that of men of sense, a useful and instructive one.—Anon.

## ADVANTAGES OF BOOKS.

Books are a guide in youth, and an entertainment for age. They support us under solitude, and keep us from becoming a burden to ourselves. They help us to forget the crossness of men and things, compose our cares and our passions, and lay our disappointments asleep. When we are weary of the living, we may repair to the dead, who have nothing of peevishness, pride or design in their conversation.—*J. Collier.*

Without books, God is silent, justice dormant, natural science at a stand, philosophy lame, letters dumb, and all things involved in simmerian darkness.—*Bartholin.*

## BOOKS—THE BEST ASSOCIATES.

Books! sweet associates of the silent hour,  
What blessed aspirations do I owe  
To your companionship—your peaceful power  
High and fine pleasure ever can bestow;  
Of noble ones I trace the path through life,  
Joy in their joys, and sorrow in their sorrow;  
Gaze on their christian animating strife,  
And shed fond tears o'er their untimely urn;  
Or, with heroic beings tread the soil  
Of a free country, by themselves made free,  
And taste the recompense of virtuous toil,  
The exultation of humanity.—*F. Hornblower.*

## CHILDREN'S BOOKS.

The morality should be in the book, not tacked upon the end of it.—*Anon.*

## CHOICE OF BOOKS.

Books, like friends, should be few and well. Like friends, too, we should return to them again and again, for, like true friends, they will never fail us, never cease to instruct, never cloy.—*Joineriana, 1772.*

## COMPILERS OF BOOKS.

He that merely makes a book from books, may be useful, but can scarcely be great.—*Dr. Johnson.*

## IMPROVEMENT DERIVED FROM BOOKS.

All hail, ye books, my real, my true friends,  
Whose conversation pleases and improves.—*Walsh.*

## BOOKS—MENTAL LINKS.

It is chiefly through books that we enjoy intercourse with superior minds; and these invaluable means of communication are in the reach of all. In the best books great men talk to us, give us their most precious thoughts, and pour their souls into ours. God be thanked for books. They are the voices of the distant and the dead, and make us heirs of the spiritual life of past ages. Books are the true levellers. They give to all, who will faithfully use them, the society, the spiritual presence, of the best and greatest, of our race. No matter how poor I am; no matter though the prosperous of my own time will not enter my obscure dwelling, if the sacred writers will enter and take up their abode under my roof, if Milton will cross my threshold to sing to me of Paradise, and Shakespeare to open to me the worlds of imagination and the workings of the human heart, and Franklin to enrich me with his practical wisdom, I shall not pine for want of intellectual companionship, and I may become a cultivated man though excluded from what is called the best society in the place where I live.—*W. E. Channing.*

## BOOKS—THE MIND INCARNATE.

Books are the mind incarnate—the immortality of the life that is.—*Anon.*

## BOOKS—THEIR POTENCY.

It is of greatest concernment in the church and commonwealth to have a vigilant eye how books demean themselves as well as men, and thereafter confine, imprison, and do sharpest justice on them as malefactors; for books are not absolutely dead things, but do contain a potency of life in them to be as active as that soul was whose progeny they are; nay, they do preserve, as in a vial, the purest efficacy and extraction of that living intellect that bred them. Unless wariness be used, as good almost kill a man, as kill a good book; who kills a man, kills a good reasonable creature, God's image; but he who destroys a good book, kills reason itself,—kills the image of God, as it were in the eye.—*Milton.*

## BOOKS—SPECTACLES OF NATURE.

Books are spectacles to read nature.—*Dryden.*

## SCARCE EDITIONS OF BOOKS.

Books only known to antiquaries and collectors of books are bought because they are scarce, and would not have been scarce had they been esteemed.—*Dr. Johnson.*

## USE TO BE MADE OF BOOKS.

I have somewhere seen it observed, that we should make the same use of a book, that the bee does of a flower: she steals sweets from it, but does not injure it.—*Cotton.*

It is not eating a great quantity of food that nourishes most, nor devouring of books that gives solid knowledge. It is what you digest that feeds both body and mind. Have your learning in your head, and not in your library.—*Anon.*

## BOOKS—USEFUL REPOSITORIES.

Books are faithful repositories, which may be a while neglected or forgotten, but when they are opened again, will again impart their instruction. Memory once interrupted, is not to be recalled: written learning is a fixed luminary, which, after the cloud that had hidden it has passed away, is again bright in its proper station. Tradition is but a meteor, which, if it once falls, cannot be rekindled.—*Dr. Johnson.*

## BOOKS—ALWAYS CONTAINING SOMETHING USEFUL.

There is no book so worthless that I cannot collect something from it.—*Scaliger.*

## USE AND ABUSE OF BOOKS.

Books may be helps to learning and knowledge, and make it more common and diffused; but I doubt whether they are necessary ones or no; or much advance any other science, beyond the particular records of actions or registers of time: and these, perhaps, might be as long preserved without them, by the care and exactness of tradition in the long succession of certain races of men with whom they were entrusted.—*Sir W. Temple.*

## A GOOD BOOK PRECIOUS LIFE BLOOD.

"A good book is the precious life-blood of a master-spirit, embalmed and treasured up on purpose, to a life beyond."—*Milton.*

## BOOKS—USEFUL AND MIGHTY THINGS.

Except a living man, there is nothing more wonderful than a book!—a message to us from the dead—from human souls whom we never seen, who lived, perhaps, thousands of miles away; and yet these, in those little sheets of paper, speak to us, amuse us, terrify us, teach us, comfort us, open their hearts to us like brothers. \* \* \* \* I say we ought to reverence books, to look at them as useful and mighty things. If they are good and true, whether they are about religion or politics, farming, trade, or medicine, they are the message of Christ, the maker of all things, the teacher of all truth.—*Rev. Charles Kingsley.*

## WORTHY BOOKS.

Are not companions—they are solitudes;  
We lose ourselves in them, and all our cares.—*P. J. Bailey.*

## THE WAY TO READ BOOKS.

Some books are to be tasted, others to be swallowed, and some few to be digested: that is, some books are to be read only in parts; others to be read, but not curiously; and some few to be read wholly, and with diligence and attention.—*Lord Bacon.*

## 2. TALK ABOUT BOOKS.

One of the easiest things in the world for people to do, is, to cheat themselves into a lot of worthless books.

A man with brains has a natural reverence for a book.

He buys everything else on special need; but he buys books on general need—meat when he is hungry, boots when his old ones let the water in, a coat when his elbows become threadbare; but books, always, whether he is starving, wet, or naked.

A man spends money on other things with a grudge, he spends it on books with delight. When he makes a bad bargain in merchandise, soon discovers it, and regrets his error; but no matter how worthless the book, he gets more than the cost out of it, for a single page that falls in with his own conceit, pays him double, and if the other three hundred and ninety-nine pages are pure nonsense, he considers that he got them for nothing.

A second-hand store or stall has peculiar attractions for a book-buyer. He has a fancy that the odd looking owner of it is always going round and finding rare volumes in singular places—that he penetrates pawn shops, auction rooms, and inaccessible corners, and picks up by accident, editions that can be found nowhere else—all the better if they are stained and begrimed with dust—all the more valuable if spiders have nested in the dog-eared leaves, and moths have eaten the back. Nobody can ever doubt the cheapness of such a book at any price! What a pleasure to get it rebound in calf! A man finds a new book on his friend's table, and becomes engrossed in it. His friend offers to lend it to him; and he can keep it a week, a month, a year. He lives next door, and can get it at any moment if he should want it. But all that won't do. He must own it—and the

next day it is on his shelves, where it will remain unread for years. Nevertheless he enjoys his property in it.

One of the most amusing spectacles we see, is an ignorant man who never reads, with a large library. He seems to think that he is the wiser for having books around him at any rate; and we are far from affirming that he is not. Franklin said that a man with a library which he never reads, is about as respectable an animal as a donkey with a load of books on his back. In a sense that is true; but one day the old donkey dies, and his library is willed to a college. It must at least be said of him, that he helped learning by putting his capital into the publishing business, and now a thousand minds are fed on his stupid benefaction.

We shall recall that word, *stupid*. A certain dim consciousness animated his thoughts that there is good in gathering books together that somebody will read some day. It is a real pleasure to buy real estate, and locking it up in a testament for a hundred years, to increase for his heirs, and that would gain him the character of 'a very sagacious man.'

Ignorance pays a great compliment to knowledge when it fills the upper shelves of a huge book case with titles painted on wood. Even this shallow trick is not without the power to instruct; for the titles suggest ideas. It is a real pleasure to a scholar to read book titles, and the wooden ones are as good as any so long as he does not want to open them. But we are straying very widely from our original purpose in this talk. We meant to give some hints on the folly of indiscriminate book buying, and how it comes about, and how it may be prevented. Now as we know that short chapters are more read than long ones, and leave a better taste behind them, we shall cut our thread here, without promising to take it up at a future time.

### 3. UTILITARIANISM AND CHILDHOOD—BOOKS FOR THE YOUNG.

There is one respect in which I think too great a devotion to utilitarianism is doing mischief. An endeavour is being made to indoctrinate children with what is called useful knowledge, to the exclusion of fairy tales and other so-called useless imaginative literature. I have no sympathy with this. It is a wrong principle, and wrong in policy. The childhood of an infant, like the childhood of a nation, is a time when the imagination is the great inlet to knowledge, and it should be allowed to remain so. The poet is entitled to the childhood of every man and woman. The utilitarian may touch the finger-tips of the youth, and often may entirely clasp the hand of man, but the child is as useless to him as his knowledge is useless to the child. I count it, for example, an unwise, and even a cruel thing to tell a wondering child that a diamond is not a fairy marvel, but only so much black soot or charcoal. The fact has no interest for the child. It is indeed beyond his comprehension, and to the extent that it is apprehended it can only occasion perplexity. Tell a child, if it must be spoken to on the matter, that a diamond is so much sunlight condensed and crystallized, and you may enlarge its conception of that exquisite gem without misleading it. For in a sense which the greatest philosophers would acknowledge to be a just one, a diamond is so much imprisoned sunlight; and if you burn the diamond you can set the light free again. On such a conception a child's mind can lay hold, and grasp it as it grows better and better, till by and by it learns to qualify it by the added idea of a ponderable solid embodying the imponderable light, and so give wings to the chrysalis of thought. I am not objecting to teaching children utilitarian facts, but to teaching such facts so as to cripple the imagination, and morbidly develop or distract the intellect. A dwarfed and chilled imagination will help no one to study or to work. The boy who is greatly interested in 'Aladdin's Wonderful Lamp,' is sure by and by to be greatly interested in all the wonderful safety lamps, electric lamps, and self-lighting lamps of Davy and his successors; and I have noticed that all my school-fellows who have since distinguished themselves as men of thought or action were great story-readers in their early days.—*Lecture of the late Professor George Wilson.*

### 4. VALUE OF READING GOOD BOOKS.

The Rev. N. H. Chamberlain of Baltimore, made some fine suggestions respecting the value of reading good books, which we heartily commend:—"I exhort you to read *good books*, for good books have been, and will always be, your best friends. And I will ask you to notice here what one book, the best of books, has done for you. I do not forget that I stand to-night in a public theatre,\* and I find in this spectacle one great lesson of Christianity. Such a spectacle as this is only possible where the Bible rules the world. In a Roman theatre, you would have had, instead of these

beautiful young women, a show of gladiators hewing at one another with swords, and covering the arena with the dead bodies of some mother's sons, or a profane dance of Venus Anadyomene, and for an audience a howling and infuriated multitude thirsting for blood; and here are only living friends rejoicing in the gentle culture of daughters or of sisters. The Arabian Mohammed taught that women have no souls, and over all the world, all religions except Christianity have practically taught the same thing.

I beg you to notice what that one book has done for you—how it protects you, and honors you, and gives you culture, and calls your friends here, and furnishes us this Christian spectacle of young girls honoring themselves by public literary exercises before an honorable and sympathetic audience of Christian men and women. I charge you, then, to culture yourself with good books. For a good book is always the life-blood of a true soul, and it is a giver of life to all. Your friends desert you but a good book never deserts you. Your friends flatter you, but a good book never flatters. Your enemies malign you, but a good book never maligns you. You are troubled and harassed with cares, but a good book, with its serene and saintly presence, meets you gently to give you rest. Human plans and institutions change or fall, but what is written is written, and a good book never alters. A good book is like the amber of the gods, in whose transparency the pure thoughts and lives of great men embalm themselves. A good book is a safeguard against oblivion and decay; it bridges over the gulf between the past and present, and makes the centuries kin; it is the advocate of honor as against all shame; it is the statesman of liberty as against all tyranny; it is the stumbling-block in the path of unjust kings; it is the friend of virtue, the herald of progress, the ally of our humanity; and with a sublime self-sacrifice, it would make every mother a Spartan, and sending forth her son to return with his shield or on it for human rights; and from age to age it inspires brave men with patriotism to guard the mountain defile of Thermopylae against the beleaguering Medes and Persians, or man the fleet at Salamis for fatherland and liberty forever!

### 5. A READING AGE.

This is a reading age, and full of all kinds of books and papers. Everybody has a paper, even to the children. The news all goes into print, and the people read it and then talk about it. All the jokes, puns, fun, pleasant stories, and good lessons are printed, and so become public property. The best of things get into papers and books. Men's best thoughts and feelings, their cutest, funniest, loveliest ideas are spread upon paper. So by reading we get the best of everything—the cream of news and knowledge. How much young people lose, then, that cannot or do not read. Reading is talking on paper, and everybody who has a tongue and loves to talk should love to read.—*Youth's Friend.*

## IV. UPPER CANADA EDUCATIONAL SYSTEM.

BY A BALTIMOREAN.

The Commissioners of Public Schools in Baltimore (Maryland) having deputed J. N. McJilton, Esq., of that city, to attend the late Educational Convention at Buffalo and Boston, he has reported the result of his observations in pamphlet shape. From this pamphlet (a copy of which has been kindly furnished) we make the following extracts from his report of a visit to the Educational Department for Upper Canada.

In connection with the foregoing notice of the proceedings of the American Normal School Convention, in which I have endeavoured to render the account as practical and useful as possible, I may refer to my visit to Toronto, in Upper Canada, and my examination of the Normal School located in that city.

The establishment of a Normal School in connection with the system of public instruction, as pursued in Upper Canada, was considered by the authorities or government in the year 1836, but it was not until the year 1847 that the necessary arrangements were completed for opening the institution. The school was commenced in the Government House, Toronto, and conducted there until suitable buildings were provided. The corner stone of the new building was laid by the Earl of Elgin on the 2nd day of July, 1851. It was completed and the school removed into it on the 24th November, 1852. The grounds consist of seven acres and a half. They are architecturally laid out and divided into walks and grass plots, beautifully arranged and elegantly ornamented with trees, shrubbery and flowers. The location is in the heart of the city, three-fourths of a mile from the northern shore of Lake Ontario, on a site that overlooks the city, and the lake as far as the eye can see. The site itself is an open square, bounded by Church street on the east, Gould Street on the south, Victoria street on the west and Gerrard street on the north. The cost of the ground and building

\* The address was delivered in the Front Street Theatre, which had been hired for the occasion.

as at first erected was \$100,000. An additional building was erected in 1853 fronting on Gerrard street. It is in the rear of the old building which fronts on Gould street, facing the south. The style of architecture is Roman Doric, surmounted by a Doric cupola 95 feet high. The schools were removed into the new apartments on the 15th of May, 1858, leaving the old building for use of the Educational Department and in the establishment of a school of Art and Design. The ground work of this school of Art and Design is laid upon an extensive scale. The apartments allotted to its use are spacious and convenient, and it already exhibits a fine display of works of art in sculpture, painting, &c. The offices of the Chief Superintendent of Education in the Province and his clerks and agents are in the building. Various articles used in schools, such as mathematical and other apparatus, globes, &c., are manufactured under the superintendence of the department. Specimens are exhibited for inspection and sale in rooms appropriated to the purpose. The books used in all the public schools are published under the same superintendence. They are kept for supply and sale in the building. Orders for the apparatus and books, &c., are sent from all parts of Canada by the heads of both public and private schools. Besides the supply of the schools authorized officially by the government a large and somewhat profitable trade is thus carried on. The object of the department is not, however, to realize profit from its supplies, but merely to meet the expenses incurred in the manufacture of the articles and publication of the books. The entire institution, including all its departments of education, manufacture and publishing, is under the supervision of the Rev. Dr. Ryerson, Chief Superintendent of Public Instruction in Upper Canada. The residence of Dr. Ryerson is in the vicinity of the institution, and it is visited and inspected daily by him. The general management of the institution is committed to a council of public instruction appointed by the Crown. Its immediate government is in the hands of the Chief Superintendent of Education.

#### THE NORMAL SCHOOL.

The Normal School, as now conducted, consists of the Normal department proper, and a male and a female Model Schools. The Normal School proper is entitled the school of instruction; its students are called teachers-in-training. The plan of instruction is by lectures. The students are instructed in the principles of education, and are taught how to teach in the use of the best methods of communicating knowledge to the youthful mind. The age of admission ranges from sixteen to thirty years. Female students are admitted at sixteen, male students at eighteen. The sessions are semi-annual. The winter session commences on the 8th day of January, and closes on the 22nd of June. The autumn session commences on the 8th day of August and closes on the 22nd of December. No student is admitted without a certificate of good moral character, dated within three months of the time of presentation, and signed by the minister of the religious denomination to which the applicant belongs.

*Departments of Instruction.*—The departments of instruction are two. They are termed the junior and senior divisions. To be admitted into the junior division the applicants must read the English language fluently; parse any common sentence of prose composition according to any recognized authority; write legibly and correctly; give the definition of geography, and exhibit a general knowledge of the relative positions of the principal countries of the globe with their capitals; the oceans, seas, rivers and islands of the world. They must be acquainted with the fundamental rules of arithmetic, common or vulgar fractions and simple proportion. Besides giving evidence of the above qualifications, the candidates are required to sign a declaration of their intention to devote themselves to the profession of school-teaching, and state that their object in coming to the Normal School is the better to qualify themselves for the important duties of the profession. No charge is made for tuition, or books, and the sum of one dollar per week, payable at the end of the session, is allowed them, provided that at the end of the first session they shall be entitled upon examination to a first class provincial certificate. The pay of future sessions is regulated in like manner by proficiency attested by the class certificates.

#### NORMAL SCHOOL LECTURES AND EXAMINATIONS.

Courses of lectures are delivered in the two departments—junior and senior, by the head and second masters. Each master has his department and lecture-room. The examinations for entrance and advancement are rigid, and require considerable time. The periods allotted to each are as follows:—(1) *Botany*, time 3 hours to answer 12 questions; (2) *Education and Art of Teaching*, one hour and a half, 16 questions; (3) *Book-keeping*, one hour and a half, 16 questions; (4) *Composition*—Themes are given, one hour and a half, 3 themes; (5) *Algebra*, one hour and a half, 18 questions; (6) *Grammar*, including Parsing, 3 hours, 33 questions; (7) *Practical Arithmetic*, three hours, 27 questions; (8) *History*—general English and Canadian, 3 hours, 40 questions; (9) *Geography*—general and

Canadian, 3 hours, 33 questions; (10) *Geometry*, one hour and a half, 9 questions; (11) *Mensuration and the Rudiments of Mechanics*, one hour and a half, 12 questions.

Each of the two classes is separated into two divisions for convenience in instruction and examination. An examination upon the previous lecture always precedes the delivery of the succeeding one.

#### A DAY IN THE MODEL SCHOOL.

The model school is divided into two departments, the male and the female. They are conducted on opposite sides of the building, with a hall between them, and entirely separated from each other as in the Normal department. They use different yards on different sides of the building. While the Normal school is called the school of instruction by lecture, the model school is called the school of instruction by practice. The pupils of the model school are taught and encouraged to give practical effect to the instruction they receive. Each school is divided into three classes, and each class is ordered to consist of fifty pupils. The popularity of the school, however, renders it necessary that more should be admitted. The classes at this time average about sixty each. The inhabitants of the vicinity insist that their children shall be admitted, and the Chief Superintendent is willing to oblige them to the extent allowed by propriety. There is a fee charged for tuition of 20 cents per week, which is payable in advance every Monday morning. Reports by the principals, with money, are sent to the office of the Superintendent every Tuesday morning.

*Departments.*—The departments in which the school is conducted consist of a large room for each of the sexes, with a class-room and a gallery for each; bonnet and hat rooms, and retiring rooms, one on the male side for the master, and one on the female side for the mistress. The galleries are rooms furnished with seats, that rise one above another to a height of six or seven feet, so as to bring the heads of the children in the rear above those in front, that they may all be in full view of the teacher. Explanations and recitations in nearly all the studies, are conducted in those galleries. The recitations are altogether unlike those that are allowed after the lesson has been committed to memory by the pupil. They are conversational in their character, and frequently produce considerable mental excitement in the pupils. In their desire to excel, they become animated to a high degree, and exhibit in their countenances and actions, the satisfaction they enjoy when they are able to answer the question propounded by the teacher. Notwithstanding the animated condition of the children, and the movements occasioned by it, there is excellent order maintained in the classes. Noise is a thing almost unknown, and the class is under such discipline as brings it to silence, and renders it motionless in a moment, and by a single sign from the teacher.

On Wednesday afternoons from 2.30 to 3.30 the classes are exercised in calisthenics.

Several periods on Friday afternoons are devoted to calisthenics and gymnastics in the boys' department, and to calisthenics and needlework in the girls' department. The school is opened by reading a portion of the Scriptures, singing and prayer. There is a library connected with the school, from which divisions II and III are allowed to take books on Friday afternoons.

The first period on Monday is occupied by the teacher in receiving the tuition fees of pupils.

The galleries and class rooms on either side are numbered 1 and 2 and the divisions of the classes, seven in number, are taken into them at different periods, according to the arrangement of the schedule. The large room, which is denominated "the school room," is used for the assembling of the pupils for slate practice, writing, drawing, &c. While a teacher has a division of a class in the class room or gallery, the other divisions are in the study room. The principal alternates in the use of study and class room and gallery with the other teachers. Reading and singing lessons are frequently conducted in the study room by several divisions or classes together. Text books are but seldom used. The lessons are given out by the teacher in familiar explanations of rules, &c., during which the pupils are required to repeat the same after the teacher. Questions are frequently asked during the lesson which the aptest scholars are very ready in answering. The memory is assisted in this way while the thinking process is encouraged.

As I was admitted into all the rooms during recitation I had an opportunity of observing the manner in which the lessons in spelling, reading, geography, grammar and arithmetic were conducted, besides the object lessons in some of the studies.

*Spelling.*—In spelling, the word is given out by the teacher in a distinct enunciation, and required to be written by the pupils on slates. In some instances the word is spelled by the teacher, and immediately followed by the imitation of the pupils. In the higher department of spelling, or rather in etymology, pupils are required to name roots, with prefixes, affixes, &c. Reading lessons are conducted with close attention to points, accent, emphasis, pauses, and

with elocutionary expression, the teacher frequently reading and requiring its imitation by the pupils.

**Reading.**—In reading, the voice of every child is distinctly heard by all the members of the class, who are engaged in watching closely for mistakes that they may have the credit of correcting them. The organs of the voice are trained for proper expression and clear enunciation. This is effected by constant practices, during which the corrections of the teacher are applied.

**Geography.**—Geography is taught principally in the use of the map with a hemispherical block to represent the rotundity of the hemispheres. The equator, divisions of the zones, latitude and longitude are represented; and countries, cities, towns, capitals, rivers, mountains, are pointed out, with descriptions in their physical character, and political and civil relations,—everything in fact in the geographical relations is communicated to the class, in familiar language, by the teacher, who in continual inquiries demands a repetition of his language by the pupils, together with answers to such original questions as may be suggested. Arithmetic, grammar and history, are taught in the same oral method, accompanied with exercises on the blackboard, and characteristic illustrations and explanations. Slates are freely used in nearly all the studies, upon which the pupils write their lessons, and work their questions in arithmetic.

#### OBJECT LESSONS IN THE GIRLS' MODEL SCHOOL.

One of the most interesting events of the visit was an object lesson, by a class composed of little girls from six to ten years of age. Having heard of the perfection to which those lessons had been advanced in the model school I was desirous of witnessing the exercise. The teacher readily complied with the request, and desired that I should make choice of the subject. As there was a large number of pictures representing the various departments of school study placed in grooves against the walls entirely surrounding the room, I asked if the exercise should be conducted in Natural History. The question was answered affirmatively, and a picture chosen upon which a camel and a cow were represented. Questions were asked relating to the class of animals to which the camel belong, the character and habits of those animals; in what they are alike, in what unlike; the peculiarities of the cow and its uses; those of the camel, and the countries in which it lives. The little pupils described, with surprising accuracy, the qualities that adapted the camel to the climate and condition of the countries it inhabits, its use in bearing burdens and in crossing the deserts, the peculiarities of its stomach, in the cells of which the animal carries water sufficient for a supply for several days, the adaption of the cushion-like arrangement of its foot to the sand or dust of the desert. The answers were generally promptly given, and if there was any hesitation in the class it was removed by the encouraging voice and manner of the teacher.

#### LESSON IN HISTORY, GIRLS' MODEL SCHOOL.

The recitation of the class in history was so perfect, that I was induced to ask the teacher what text-book she used. "I have no text-book," was the reply. "I mean," said I "the text-book you use in the preparation for the lesson." She answered, that she used all the books on history that she could procure in preparing herself for the conversational lecture, in which she communicated the facts and their relations to the pupils. The whole system of the school seemed to me to be a sort of conversational story telling process, in which the minds of the hearers were kept in continual excitement, and the interest prolonged by their being made parties in the free interchange of thought.

I was not only pleased but very much profited by my hurried examination of the educational process as pursued in the school; so much so, that the desire by which I was impelled to the first visit has been very much quickened for a second and more prolonged inspection. The interest of the occasion was not limited to the school-rooms. There is much to please and excite in the other departments of the institution. The museum, with its specimens of sculpture, paintings, &c.; the gallery, with its models of various character; the school of art and design; the library; all presented attractions, and afforded the means of study of the most pleasing and improving nature.

I cannot close this part of my statement without making the record of my obligations to the Rev. James Porter, local superintendent of the Public Schools of Toronto. He appropriated nearly an entire day in conducting me through the different departments of the institution, and explaining with great freedom and kindness the various objects of interest contained in them. The principals and assistant teachers of the Model School are gentlemen and ladies of the most intelligent and polite character. Without admitting of more than a moment's interruption in the process of study and recitation, they in all cases complied with my requests, by an exhibition of the classes in the regular order of their arrangement. Immediately upon the expression of the wish to hear a recitation, it was proceeded with in the most obliging manner, not only affording

satisfaction, but exciting admiration in the issue. I had met Mr. Porter at the convention in Buffalo, and my interest in the schools of Toronto was much increased by his statements in relation to their organization and plans of study.

#### V. CANADIAN SCHOOLS, FROM A WISCONSIN POINT OF VIEW.

From a recent report of his tour published in the *Wisconsin Journal of Education*, by the Hon. J. L. Pickard, State Superintendent of Public Instruction, we make the following extracts relating to Canadian schools:—"Upon my return to the West by the Grand Trunk Railway from Portland to Detroit, the school systems of the Canadas were made my study. At Montreal I had a pleasant interview with Hon. P. J. O. Chauveau, Superintendent of Education for Lower Canada, Dr. Dawson, the head of McGill University, and with the Principals of two of the three Normal Schools of that Province. The Public School System of Lower Canada is yet in its infancy. Its advocates have much to contend with on the part of those who favour Parochial Schools. The schools established are still practically to a very great extent under control of church organizations. The Superintendent is a man of enlarged views, and an energetic worker. Montreal presents many attractive features to a visitor, but educationally does not yet compare with Toronto, where I found much to admire in the Normal School Building, with its galleries of statuary and paintings—its magnificent library, and its large collection of apparatus and maps—its beautiful grounds so tastefully laid out and so neatly kept. In the University of Toronto, where the very goddess of neatness and order seemed to have her seat, with the nicest collection in Natural History I have seen, though not the largest—in Trinity College and in the Lunatic Asylum—in all the educational institutions of Toronto, direct reference is had to the education of the taste of pupils, a thing too much overlooked in our own country. With the Rev. Dr. Ryerson, Chief Superintendent of Public Instruction for U. C., and with his Deputy, I had several very pleasant and profitable interviews. The details of their library system specially interested me. The facilities afforded the pupils of the Normal School of Upper Canada are certainly not surpassed upon this continent. During this journey I have had the opportunity of becoming acquainted more or less with the practical workings of the school systems of more than half of the States of our Union and of the Canadas. The results of this observation I shall hope to make use of in preparing the forthcoming Report from the department of Public Instruction."

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Upper  Canada.

TORONTO: FEBRUARY, 1861.

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

#### OFFICIAL REPLIES OF THE CHIEF SUPERINTENDENT OF EDUCATION, TO LOCAL SCHOOL AUTHORITIES IN UPPER CANADA.

(Continued from the last No. of the Journal.)

**Powers and Duties of School Auditors.**—There is no provision in the School Act authorizing the auditors to present their report at any other than the annual meeting of their section. What they have not presented at one annual meeting, they must present at the next annual meeting. It is the auditors who decide; not the meeting, except in case of doubt as to the lawfulness of an expenditure. The accounts of Trustees are to be audited by auditors, instead of by the annual meetings as heretofore. The auditors report the result for the information of the annual school meeting, not for its decision except, in the case referred to.

2. The auditors have to do with the accuracy of the trustees' accounts; but they are not censors of the trustees in regard to

the ability, and judgment and prudence with which the trustees have performed the duties of the offices to which they have been elected, and for performing which they receive no remuneration, any more than the township or county auditors are the judges of the contracts and acts which the county or township council have made or performed.

3. The trustees, as the elected school representatives and corporation of their school section, are the judges as to what teacher should be employed, how much should be paid him, how long the school should be kept open, and to what extent the school-house should be furnished with maps and other apparatus. The several clauses of the twelfth section of the school act of 1860, or the several clauses of the twenty-seventh section of the consolidated act, leave no room for doubt as to the *lawfulness* of the power and acts of the trustees in regard to any of these matters.

4. There cannot be such a thing as an *agreement* between the trustees and school section, as there may be between the trustees and teacher. In that sense, there can be nothing *binding*; but whatever the trustees, or a majority of them, have lawfully decided or may decide to do at a regular or special meeting, if consistent with law, can of course be carried into effect by them.

5. The trustees have a legal right, of course, to contract for building their school-house in such way as they think best to secure a well-built house. The trustees can have no interests different from those who have elected them, and upon whose behalf they act, especially as the new act of 1860 expressly excludes trustees from any personal interest in contracts with the school corporation. It is certainly not the acts, or business of a school section auditor to assume to inquire or judge as to whether trustees could have built a school-house for more or less than they have expended for that purpose, but simply to examine as to the accuracy of their accounts. Whether a house has been built by contract or otherwise many a man will be found to assert that it could have been built cheaper, and perhaps those who built could themselves build it cheaper now with their present experience. But with this auditors have nothing to do in examining the accuracy of the trustees' annual accounts, who perform an important and difficult duty in behalf of their neighbours and their children, and for which they receive no pecuniary remuneration whatever. All should rejoice at the completion of a good school-house, and that well furnished, and it must be a paltry spirit indeed that would seek to create dissension on the completion of so noble a work for a few dollars, and not unite to render it as great a blessing as possible to the whole neighbourhood, and especially to the rising generation.

*Power of Trustees to erect School Houses.*—In regard to the erection of a school-house, and everything appertaining to it, the power is vested in the elected Trustees, the same as the power of making laws is vested in the Legislature; and not in any public meeting in the one case any more than in the other. The Trustees may call a public meeting to consult on the subject, but the legal decision is with the Trustees. The only power of a public meeting in such a case is to decide upon the *manner* in which the sums requisite to purchase a school site, or pay for a school house, or support the school, shall be provided; but the amount required in all cases, the kind of school-house to be erected, or kind of teacher to be employed, is with the Trustees; and if a public meeting does not provide for all the

sums required, the trustees can provide the balance by rate on the property of their section.

*Obligations of Trustees in regard to keeping open a School.*—Unless a school be kept open at least six months of the year it is not entitled to share in the School Fund at all; but if the Trustees close it six months of the year, they forfeit and lose to the School Section one half the amount of the School Fund, which they would receive did they keep open the school the whole year. Trustees are personally responsible for all school moneys forfeited and lost to their section through their neglect.

*The Assessors' Roll the sole guide of Trustees.*—The only ground and guide on which the Trustees of any school section, (union or otherwise) can lawfully levy and collect a school rate is the valuation of property expressed on the Assessors' Roll of the Township within the limits of which the rate is levied. There is no power in a public meeting, either by a majority or a unanimous vote, to fix any other valuation of property than that stated in the Assessors' Roll; and should the Trustees adopt any other valuation and levy a rate accordingly, such rate would not be lawful, and the Trustees and their Collector would render themselves (as has been the case in two or three instances) liable to be prosecuted by every ratepayer on whose property they thus levied a rate.

*Proceedings in regard to Non-Residents.*—The term Non-Residents in the School Act means parties residing out of the School Section on which the Trustees have levied a rate. The Trustees have no authority to levy and collect a rate without their section. A person therefore who resides ten rods beyond the limits of such section is as much a non-resident as if he resided at the distance of ten or fifty miles.

2. But in regard to the land of non-residents, if there are "*goods and chattels*" belonging to *any person residing on it*, or to the person owning or renting it, the Collector of the Trustees must seize such "*goods and chattels*," if the owners do not pay the rate; and the Trustees should not return any lands to the clerk of the Township except on the declaration that the Collector has not been able to find any "*goods or chattels*" on it.

3. In such case the provision of the law is positive and *imperative* that the Council must advance the amount of the school section Trustee rate on such non-resident lands. The Interpretation Act says that whenever the words "*may or can*" occur in any Act, they imply an option or discretion, but that the word "*shall*" is *imperative*. The word *shall* is the word in this clause of the School Act.

*Non-Resident Children.*—In the explanatory note to the provision of the law relating to non-resident children it is said that children *boarding* with persons who are not their legal guardians, and whose parents are not resident in the section, shall be considered non-residents. The origin of this note was, that arrangements were made by several parents to get their children boarded and sent to school in neighbouring sections where there was a free school, without paying any fee or school rate to the section,—such children, in most cases, working morning and evening to pay for their board. There is every difference between children *boarding* for a shorter or longer time in a family by special arrangement of their parents, and children *residing* with persons who assume the office of guardians, and whose houses are their only homes. It has been held that if a boy, though a minor, hires himself, or is hired to a person by the year, he is a *resident* in the place of

his employment, and is entitled to all the privileges of every resident of his age.

*Right of Pupils to attend School.*—It is the duty of the Trustees to admit, and the duty of the Teacher to teach, all residents (whether servants or children) of the Section between five and twenty-one years of age.

2. But the Trustees are under no obligations to admit, nor the Teacher to teach, any non-residents, whose parents or guardians have not land or property on which they pay rates in the section. If the Teacher teaches non-residents, others than those above mentioned, he should be remunerated for so doing, as the Trustees can charge what rate bills they please for non-resident children, even though the school be free to the children of the section; as the agreement between the Trustees and Teacher is for teaching the school of the section, and not for the benefit of those not residing or not having property in the section; unless indeed a special clause has been introduced into the agreement for that purpose.

*Admission of Persons over Twenty-one Years of Age.*—Sometimes, I regret to say, so narrow a view is taken of the provisions of the School Act, as to prevent a person from going to school because he happens to be a few months over twenty-one years of age, when he wishes to improve his education, and even when he pays taxes for the support of the school. Some of the greatest men in Europe had but little education when they were twenty-one years of age, and made all their acquirements afterwards. Humanity and patriotism dictate to us to afford, as well as improve every possible opportunity to acquire education and knowledge, whatever be our age or circumstances. As for myself, I am as diligent in studies yet as I was when I was at school.

2. Though the letter of the law does not *require* the common school to be opened to persons over twenty-one years of age, yet the Trustees of every school ought to be glad to encourage any person however old, who wishes to remedy in some degree the defects of his early education by coming to the school, complying with its requirements, and becoming a pupil in it.

#### DUTY OF CITY, TOWN, AND VILLAGE COUNCILS, TO RAISE THE NECESSARY SCHOOL RATE ACCORDING TO THE TRUSTEES' ESTIMATE.

IMPORTANT DECISIONS OF THE COURT OF QUEEN'S BENCH.

*The School Trustees of the City of Toronto vs. the Municipal Corporation of Toronto.*

Mr. Cameron, Q.C., obtained a rule in this term on the Municipal Council of the Corporation of Toronto to show cause why a peremptory mandamus should not issue, commanding them to assess and levy \$30,000 ordered by the Board of School Trustees of the city to meet the expenditure of the Common Schools of the city for 1860, according to the estimate furnished by the Board to the Municipal Corporation, by levying such a rate upon the rateable property in the said city as shall be sufficient to raise the same sum of \$30,000.

This rule was obtained upon an affidavit made by one of the School Trustees that the annual value of the whole rateable property in the city for the current year (1860) as finally settled by the Court of Revision, is \$1,644,888.

That the School Trustees adopted the \$30,000 as the expenditure required for the Common Schools for 1860.

That an estimate was accordingly furnished by the Trustees to the Corporation of the city, and that the City Council passed a by-law to assess and levy 1 cent and 6 mills in the dollar on the above named value for such Common School expenditure, and no more; but that such rate is not sufficient to raise \$30,000—that it will require a rate of two cents on the dollar.

The City Council did pass a by-law which would have imposed a larger rate for school purposes, the particulars of which by-law are

not shown to us; but afterwards, on the 24th October, 1860, they repealed that by-law, which had fixed the rate for the year, and appropriated the proceeds of it to various purposes, including school purposes, and they passed another by-law as a substitute for the first, and to this latter by-law they provide that of the proceeds of a rate of 15 cents in the dollar, imposed for all purposes mentioned in the by-law, the proportion of 1 cent and 6 mills shall be applied to "defray part of expense of Common School Education."

No affidavits have been filed in answer to the rule.

It is sworn that the City Council have been called upon by the School Trustees to impose the necessary rate of two cents in the dollar upon the whole value of rateable property, and have declined to do so.

In showing cause against the issuing of a peremptory mandamus, they take the ground that the School Trustees have no right to insist that the city shall impose a rate for school purposes because they may have the means in their hands of defraying the expense, or part of it, without such rate, or they may choose to raise the sum by a loan.

And they object further that, as the School Act enabled School Trustees to raise the money themselves by rate, they are not in want of the extraordinary remedy by mandamus, and on legal principles have therefore no right to it.

Chief Justice Robinson delivered the Judgment of the Court.

In the case cited of the Brockville School Trustees vs. the Town Council of Brockville, 4 U. C. R. 302, this Court had granted a mandamus nisi to which a return was made, and that return brought up a particular question, whether the Trustees had or had not proceeded irregularly in an important step which they had taken in substituting one general school for four local schools, and incurring without reference to the ratepayers a large expense in creating the new school. The Town Council rested their opposition to raising the money by rate on the ground that the measure of the Trustees was illegal.

This was an important question, which both parties desired should be determined by the Court, and it was raised in that formal manner on the return to the mandamus. The Court were bound to give judgment on the sufficiency of the return made by the Town Council, and finding it to be insufficient they decided accordingly, and the writ was ordered. The ground taken here, that the School Trustees had power by law to raise the rate themselves, and therefore could not call upon the Court to command the Council, does not seem to have been taken, and it is not likely that it would be, because the objection went to the right to raise the rate either by their own means or the other, on account of the alleged illegality of the expenditure in putting up the new school-house. That case, therefore, can not be relied on as an authority for maintaining that the Trustees can, as a matter of right, insist in all cases on the Municipality raising the money by rate. Then, looking at the other case of the School Trustees of Port Hope vs. the Town Council of Port Hope, 4 C. P. U. C. 418, and School Trustees of Galt vs. the Municipality of Galt, 13 U. C. Rep. 511, and looking at the existing School Act, ch. 14, Consolidated Statutes Upper Canada, I think it results from the whole that the Court may, if it shall seem to them to be manifestly proper in any case in the facts before them, order the Municipality of a city to raise a rate, notwithstanding the School Trustees might, under the Act, impose and collect the necessary rate themselves. I take this case to come expressly under the 79th sec. of ch. 64. Here the School Trustees have laid before the Council their estimate of the sum required for the year for school purposes, whereupon the statute says, p. 757, Subn 11 (f.), "And the Council of the city, town or village, shall provide such sum in the manner desired by the said Board of School Trustees."

I am not sure what may be meant by the words "in the manner desired." It can hardly mean that they are to determine for the Council whether the money shall be paid out of city funds that may be had, or borrowed on debentures, or raised by rate, and if by rate the manner of levying. It means rather, I suppose, that the City Council are to take care and provide at such periods and in such sums as it may be called for.

The sub-section 12 of this clause is all that I find in the existing School Act which gives power to the Board of School Trustees in a city to levy school rates, and that seems to be a mere discretionary power that may be exercised in aid of the power of the city to collect school moneys; and when the Trustees levy money under that provision, it would not be on ratepayers generally, but on the parents or guardians of the children attending any school under their charge. These at least are not co-extensive powers.

It is very reasonable for the City Council to say that the Trustees cannot dictate to them, neither should the Court order by what means they are to provide money, whether by rate or loan, and in the case from Port Hope, 13 T. C., Rep. 511, that objection was answered by the Court to have much force.

But in all that is before us in this case we see—

1st. That the City Council have received the usual estimate for the year, and have objected to it.

2nd. That they proceeded to provide by by-law for raising the whole sum by rate.

3rd. That they afterwards in effect cancelled what they had done, so far that they have provided a less rate, which will only produce a part of the sum, and will leave the rest unprovided for.

4th. That having every opportunity of showing what their reason was for doing this, they have given no reason, but leave to their full force the grounds of complaint which the Trustees have laid before us.—If they substituted a rate of one cent and six mills for a rate of two cents, because that would produce the sum required, or because they have paid, or are ready to pay, or mean to provide the residue by law, or from their current general purpose funds, or for any other good reason, we may take it for granted they would have laid the reasons before us by affidavits.

Not having done so, we are bound, I think, to proceed upon the assumption that they have no good reason to offer.

The interests of the Common Schools are too important in a large city to admit of a sudden suspension of their proceedings, from any dispute of this kind between the two authorities, if it can possibly be avoided. It would produce the utmost inconvenience.

I think we must make the rule absolute, for the obligation upon the City Council under the Statutes is express in its terms, and no good reason has been shown why, since it has been executed in part, it has not been executed to the full extent.

The cases cited, 2 B. and A. 646, and 6 B. and C. 181, are satisfactory authorities for the purpose for which they are cited, but do not apply under the circumstances of this case to restrain us from doing what we can to prevent what, for all that appears, might come to be a great public evil. If the City Corporation shall hereafter show that they have rendered it unnecessary to levy a rate as required by providing the money without delay, either wholly or in part, from other sources, they may be assured that no fault will be found with such a course.

It is but just towards the city to suppose that they were prepared to meet the estimate without levying a rate, they would not have left them to this time unpaid, or at least such amounts on account as were from time to time required.

Rule absolute.

**PROVINCIAL CERTIFICATES GRANTED BY THE CHIEF SUPERINTENDENT OF EDUCATION.**

The Chief Superintendent of Education, on the recommendation of the masters of the Normal School, and under the authority of the following section of the Upper Canada Consolidated Common School Act, 22 Victoria, chap. 64, has granted to the undermentioned Students of the Normal School, Provincial Certificates of qualification as Common School teachers in any part of Upper Canada :

"107. The Chief Superintendent of Education, on the recommendation of the teachers in the Normal School, may give to any teacher of Common Schools a certificate of qualification, which shall be valid in any part of Upper Canada until revoked; but no such certificate shall be given to any person who has not been a student in the Normal School."

The certificates are divided into classes, in harmony with the general programme according to which all teachers in Upper Canada are required to be examined and classified, and are valid until revoked, or until the expiration of the time mentioned in the certificate.

Each certificate is numbered and recorded in the Register of the Department in the following order :

Twenty-third Session.—Dated 22nd December, 1860.

**MALES.**

<i>First Class—Grade A.</i>		1165 Sinclair, John (1078.)
1155 Farewell, Geo. McGill (1073.)*	1166 Sing, Samuel (1098.)	
1156 Hocking, William Francis.	1167 Stewart, Thomas (1079.)	
1157 McKay, Hugh Munro (1075.)		<i>First Class.—Grade C.</i>
1158 McKee, Thomas (433.)	1168 Kidd, William (910.)	
1159 Moore, Charles Boyd (1065.)	1169 McCamus, William (1091.)	
1160 Price, Robert (619, 1072.)	1170 Margach, John Lewis (1196.)	
	1171 Pysher, David (723, 1077.)	
<i>First Class.—Grade B.</i>		
1161 Bell, Robert.		<i>Second Class—Grade A.</i>
1162 Doan, Robert Wilson (702.)	1172 Anderson, William (1080.)	
1163 Lusk, Charles Horace.	1173 Clements, William.	
1164 McCulley, Alfred (795.)		

1174 Duncan, Alexander (816.)
1175 Ghashan, John.
1176 Hanly, John.
1177 Johnston, John.
1178 McFarlane, Laughlin (1093.)
1179 Magrath, Patrick.
1180 Young, Egerton Ryerson.

*Second Class.—Grade B.*

1181 Beattie, Jeremiah,
1182 Blanchard, Samuel Gray.
1183 Bolton, Jesse Nunn.
1184 Code, John Richard (1008.)
1185 Fleming, William (1103.)
1186 Foster, Ralph (552.)
1187 Gerrie, James.
1188 Graham, Charles.
1189 Graham, John.

1190 Hammond, William (1104.)
1191 Keddy, John.
1192 Kermott, Charles Holland.
1193 Kiernan, William Malcolm.
1194 Morrison, Adam.
1195 Mulloy, Nelson (1106.)
1196 Richardson, James (1107.)
1197 Switzer, Parmenio Alvan.

*Second Class.—Grade C.*

(Expire one year from date.)

1198 Andrew, Archibald.
1199 Ball, Edward Martin (1005.)
1200 Davidson, Archibald.
1201 Dean, Andrew Daniel.
1202 McDougall, Duncan.
1203 Rogers, George.
1204 Young, William Howie.

**FEMALES.**

*First Class.—Grade A.*

(None.)

*First Class.—Grade B.*

1205 Grece, Martha Zenobia (1122.)
1206 Hornell, Mary Johnston (947.)
1207 St. Rémy, Harriet A. A. Le Lievre de.
1208 Umney, Lilly (962, 1119.)
1209 Yeates, Elizabeth (1126.)

*First Class.—Grade C.*

1210 Childs, Sarah Elizabeth (1048, 1121.)
1211 Dunn, Hannah Olivia (1129.)
1212 Fraser, Charlotte (1181.)
1213 Hendershot, Melissa Frances (1185.)
1214 Kerr, Marion.
1215 McAllan, Annie (1136.)
1216 McCulley, Esther (841.)
1217 Rattray, Jessie Sophia (1055, 1128.)

*Second Class.—Grade A.*

1218 Armstrong, Annie Linda (1036)
1219 Bethell, Dorinda Graham (1141)
1220 Cummins, Margret Eliza (1144)
1221 Gunn, Jane (1147.)
1222 Millard, Alice Gay (1151.)

*Second Class.—Grade B.*

1223 Bishop, Maria Agnes.
1224 Coady, Harriet Esther (672.)
1225 Hanlon, Ellen Victoria.
1226 McCarthy, Catherine.
1227 Reed, Georgiana.
1228 Smith, Jenny.
1229 Turner, Eliza Ann.
1230 Wood, Mercy.

*Second Class.—Grade C.*

(Expire one year from date.)

1231 Beattie, Grace Shopherd.
1232 Beckett, Emma.
1233 Brown, Elizabeth Jeffrey (1045)
1234 Emery, Marion.
1235 Graham, Mary Caroline.
1236 Griffin, Ellen.
1237 Hills, Isabel.
1238 Jones, Anna Elizabeth.
1239 Moffatt, Susau Wait.
1240 Pollock, Jane.
1241 Rogers, Ellen (1152.)
1242 Smith, Sarah Anne.
1243 Vallance, Margaret.
1244 Wickson, Emma.

**EXPIRED CERTIFICATES.**

The certificates of the *Second Class, Grade C*, granted subsequently to the Nineteenth Session, have been limited to one year from their respective dates. In the *Journal of Education* for July, 1860, a list of certificates not valid after 22nd June of that year, was published, and the following list shows those which EXPIRED ON 22ND DECEMBER, 1860.—Trustees should take notice that such certificates have no further value.

**MALES.**

1005 Obtained 2nd Class C. (1199.)
1006 Beer, William.
1007 Clark, William Andrew.
1008 Obtained 2nd Class B. (1184.)
1009 Fitchett, David.
1010 Haight, George Lester.
1011 Jackson, Duncan.
1012 Keam, Peter.
1013 McHale, John.
1014 McLean, Archibald.
1015 Messmore, Alexander.
1016 Munn, John.
1017 Platt, George Albert.
1018 Vannalstine, William Henry.
1019 Wilcox, Richard Jefferson.

**FEMALES.**

1045 Obtained 2nd Class C. (1233.)
1046 Obtained 1st Class C. (1114.)
1047 Chambers, Mary.
1048 Obtained 1st Class C. (1210.)
1049 Clark, Maria Chapman.
1050 Obtained 1st Class B. (1112.)
1051 Freeland, Henrietta.
1052 Grainger, Mary Jane.
1053 Obtained 2nd Class B. (1184.)
1054 Patterson, Elizabeth Caroline.
1055 Obtained 1st Class C. (1217.)
1056 Robertson, Margaret.
1057 Obtained 2nd Class B. (1139.)
1058 Shurtleff, Mary Jane.

Certified,

ALEXANDER MARLING,  
Registrar.

EDUCATION OFFICE, January, 1861.

**THE BIBLE IS THE FORMATION OF CHARACTER.**

An English barrister who was accustomed to train students for the practice of law, and who was not himself a religious man, was once asked "why he put students, from the very first, to the study and analysis of the most difficult parts of the Sacred Scriptures?" "Because," said he, "there is nothing else like it in any language for the development of the mind and character."

\* The figures in brackets indicate the number of a previous certificate obtained by the student named.

## VII. Biographical Sketches.

### No. 4.—THE EARL OF ABERDEEN, K.G.

The deceased peer, had he lived, would, in a few weeks have completed his 77th year, having been born in Edinburgh in 1784. The first important diplomatic post he filled was the embassy at Vienna. This was entrusted to him in 1813, his age being at that date no more than 29. It was at Troplitz, in November, 1813, that, as ambassador to Austria, he effectuated the negotiations which included the father-in-law of the Emperor Napoleon in the general combination against Imperial France, and precipitated the catastrophe, the first scene of which closed at Fontainebleau. In conferences, negotiations, treaties, and compacts preceding and following the sojourn in Elba, and those again which, after the battle of Waterloo, were presumed to place on a basis of unassailable strength the designs of statesmen in the interests of their respective masters, Lord Aberdeen took part, and acquitted himself with creditable ability within the line prescribed for him by the cabinet. It would be inexact to say that in his diplomatic capacity Lord Aberdeen initiated a line of policy, but he adequately represented and supported that with which he was charged. In the year 1828, after the brief administration of Canning and Lord Goderich, the Duke of Wellington undertook to form a Government, in which Lord Aberdeen was nominated to the Foreign-office. He shared the fortunes and misfortunes of the Duke of Wellington and Sir Robert Peel consequent on the disruption caused by the Emancipation Act; and he stood side by side with them during the vicissitudes of the Reform era. Of course he took office, and left it (on this occasion, however, for the Colonies), during the short conservative interregnum of 1834-35; and equally of course resumed his old position in the Foreign-office, when, in 1841, Sir Robert Peel obtained a more durable lease of power. From the fall of Sir Robert Peel down to the formation of the coalition ministry in 1852, Lord Aberdeen experienced another long interval of exclusion. In February, 1856, he was succeeded by Lord Palmerston. Since then Lord Aberdeen has not taken a prominent part in politics, though occasionally addressing the peers, and always listened to with the peculiar deference which is paid to only two or three other members of the house. He was known to have been honored in a special manner with the personal confidence and esteem of his sovereign.

Lord Aberdeen was the fourth in succession in the Scottish earldom, which was created in 1682. In 1814 he was created a viscount of the United Kingdom. He succeeded his grandfather in the family estate and Scottish honors in the year 1801. He was married twice; first, in 1805, to a daughter of the first Marquis of Abercorn who died without issue in 1812; secondly, in 1815, to the relict of James Viscount Hamilton. This lady's son by her first husband became subsequently the second Marquis of Abercorn, so that the nobleman just deceased was son-in-law to the first and step-father to the present marquis, to whom his son, Lord Haddo (by the second marriage), the present earl, is of course half-brother. On his retirement, in 1855, he received the honor of the vacant Garter. He was also Knight of the Scottish Order of the Thistle. His Lordship was Chancellor of University and King's Colleges, Aberdeen, Ranger of Greenwich-park, an Elder brother of the Trinity House, and for some time President of the Society of Antiquaries. His Lordship's discretion was much confided in by his countrymen of the Presbyterian persuasion; and, during the disputes which arose upon the patronage or "intrusion" question, he acted for a while as a kind of umpire between the contending parties; but his mediation could not avert a final rupture. We see from Burke's "Peerage" that the Gordons, Earls of Aberdeen, and the Gordons, Dukes of Gordon and Marquises of Huntly, derive from a common progenitor—the earls preserving throughout male descent, the dukes springing from the heir-female of the senior line, Elizabeth Gordon. An ancestor, Patrick Gordon, of Methlic and Haddo, grandson of Patrick Gordon, slain at the battle of Arbroath, obtained charters under the great seal, from James III., in 1841, from James IV., in 1505, and from James V., in 1514.

### No. 5.—THE DUKE OF RICHMOND, K.G.

The death of the Duke of Richmond, which took place at his residence, will revive among the readers of military history some of the incidents of the battle of Waterloo. It was at the house of the father of the Duke that the ball took place in Brussels three days before the battle, where Wellington first received the news of the advance of Napoleon, and gave the occasion for Byron's spirit-stirring description—"There was a sound of revelry by night," &c. The Duke just deceased was then Lord March, and aide-de-camp to Wellington. It will be remembered that the British chief was very anxious for the safety of the farm of Hougement. It was the key

to the British position, and against that farm, the value of which the keen eye of Napoleon readily detected, the French attacks were chiefly levelled. Several times during the day Lord March rode through the hottest fire to learn the position of affairs at the farm. The late Lord Saltous here held a command of a detachment of the Foot Guards. Impatient at the Duke of Wellington's perpetual inquiries, Saltous at length exclaimed:—"Don't be a fool, March. Tell His Grace we'll hold the place while there is a man left." Back rode Lord March to the Commander-in-Chief, exclaiming:—"It's all right, sir, Saltous is there." The Duke did not send again. Thirty-two years subsequent to the battle of Waterloo, Lord March, now become Duke of Richmond, made great efforts in the House of Lords to procure the grant of a medal for the soldiers of the Peninsula.

### No. 6.—THE NOTABLE DEAD OF 1860.

The year which has just closed has not been distinguished, like the one which preceded it, by the removal of many illustrious writers and men of commanding ability. 1859 witnessed the descent to the tomb of Baron Humboldt, Lord Macaulay, Washington Irving, Prescott, Hallam, Brunel, Stephenson, Leigh Hunt, Lady Morgan, DeQuincy, DeTocqueville, Prince Metternich, C. R. Leslie, and Thomas Crawford. The year 1860, however, carried away some remarkable scholars, writers, and thinkers, both in Europe and America. Among them we may mention William Grimm, Theodore Parker, Chevalier Bunsen, Ernest M. Arndt, Mrs. Anna Jameson, Abbe Huc, G. P. R. James, Albert Smith, S. G. Goodrich, (Peter Parley), Rev. Dr. Croly, Sir Wm. Napier, William E. Burton, and J. K. Plauding.

Death has also been busy with his sickle, garnering into the common receptacle for humanity, the titled and the untitled. The Grand Duke of Meclenburg Strelitz, Sir Charles Napier, Admiral Dundonald, Robert Stephenson, James Wilson, (Chancellor of the Indian Exchequer,) Sir Charles Barry, Henry Drummond, and Prince Jerome Bonaparte, have all paid the penalty of our sinful natures.

## VIII. Papers on Practical Education.

### 1. MUSIC AS AN AID TO DISCIPLINE IN SCHOOLS—ITS PHYSICAL AND MORAL INFLUENCES.\*

1. As an *aid to discipline* I consider music without a rival. Practical and vocal music is demanded at this point. Musical attraction is the motive power in discipline, and it needs only judicious management to render it a powerful agent. The universal love of music, even of an ordinary character, in children, is the basis of sure success. I call it a *moral suasion machine*, cultivating the disposition, and modifying all the harsher elements of our nature. As such it operates in the development of mind, in the school especially, as well as in all other relations. In many instances it is the chief inducement for persons to attend school. It will induce them to be punctual in the morning, and remain, if necessary, late in the evening. It will promote punctuality and precision at recess. By the aid of an instrument, which I would by no means be without, scholars at recess could leave and enter the room with measured step. When children have lost their natural temperament, either of mind, body or soul, by too much or too little labour, when they become stupid, or have fallen *asleep*, when irritable, quarrelsome, and hostile to each other, through envy, emulation, malice or any other passion, let no man say that singing a song is not the balm for these maladies until he has thoroughly tried. The effect is magical indeed. Music hath charms to *soothe even the savage breast*. I have known of certain lessons being successfully learned only by the aid of music applied to them, and then being rehearsed in concert by the class or school.

In all cases it operates as a kind of recreation, a pleasure, yea, an enchantment, which entices and chains them to the school; they are made to love the school before they agreed to love it. Music has more power to control and subdue the passions, to inspire gentleness, awaken ambition, to create mutual respect and love, than all the disagreeable comparisons, notorious distinctions, rods, dunce blocks, and other corporeal punishments ever introduced into schools.

2. *Its physical influence.* The exercise of the lungs produced by the cultivation of the voice is one of the best preventives against pulmonary diseases. The Germans, who are a nation of singers, require music taught in the schools for the double purpose of disseminating the science and guarding against disease; and it is a significant fact that comparatively very few persons die of consumption in those countries where music is most generally taught. A portion of the lungs in healthy persons is ordinarily inactive, and this inactivity, without caution, would promote disease, but vocal music

\* See list of Musical Requisites, page 33.

brings into exercise every portion of the lungs, and tends to keep them healthy.

3. *Its moral influence.* Some English writer has said,—“Let me make the songs of a nation and I care not who makes their laws.” Whatever the writer meant in relation to the sentiment of his songs, he certainly leaves us to suppose he relies much upon the melody and execution of them. He depends much upon the power to appreciate music, and a disposition to be controlled by it. The same principle is recognized in our temperance meetings and political campaigns, and it should be allowed here as in all other departments that the moral influence may be *good* or *bad*. Music appeals to, and is expressive of, every passion. It is said of Beethoven that his visitors could judge what would be their reception by him by the music he was playing when they approached his study, and that when he was executing a certain kind of melody no one ventured to disturb him.—A. J. F. in the *Rhode Island Schoolmaster*.

## 2. VOCAL MUSIC IN SCHOOLS.

Teachers, who wish to make their schools interesting, if they have not yet introduced vocal music, should do so at once; and as he who understands the principles of music, can teach it with better success, than he who is ignorant of even the elementary principles—so those who do not understand it, should study it as soon as possible, if they wish to keep pace with this progressive age. We do not believe in such a thing as not being able to learn to sing. The Creator, it is true, has blessed some with more talent and better voices than others, but we must improve those we have, and we can at least do something.

Page, in speaking of vocal music, says:

“Music is becoming an exercise in our best schools; and wherever introduced, and judiciously conducted, it has been attended with pleasing results. It promotes good reading and speaking by disciplining the ear to distinguish sounds; and it also facilitates the cultivation of the finer feelings of our nature. It adds very much in the government of the schools, as its exercise gives vent to that restlessness which otherwise would find an escapement in boisterous noise and whispering, and thus it often proves a safety-valve, through which a love of vociferation and activity may pass off in a more harmless and a more pleasing way.”—*Manheim Sentinel*.

## 3. EFFECTS OF MUSIC UPON THE SICK.

Florence Nightingale says:—The effect of music upon the sick has been scarcely at all noticed. In fact, its expensiveness, as it is now, makes a general application of it out of the question. I will only remark here, that wind instruments, including the human voice, and stringed instruments, capable of continuous sound, have generally a beneficial effect—while the pianoforte, with such instruments as have no continuity of sound, have just the reverse. The finest pianoforte will damage the sick, while an air like “Home, Sweet Home,” or “Assisa pie d’un salice,” on the most ordinary grinding organ, will sensibly soothe them—and this quite independent of association.

## 4. NOTES OF LESSON ON FISH.

### INTRODUCTION.

Educe from class the name of most of those animals that live in the sea.

### DESCRIPTION.

Or what they look like. Form of fish well [adapted] for the element in which they live. Some fish amongst largest of animals, while some are amongst smallest,—body, long,—gradually gets smaller towards head and tail,—most fish covered with *scales*, which differ considerably in shape;—scales sometimes marked with [minute] lines, and exhibit brilliant colours, which make them look very beautiful, especially if seen in water when sun shines. [Cold blooded animals,] they have *fins* instead of feet, and [*respiration*] is carried on by *gills*,—fins help to [propel] them through water,—young produced from eggs,—sense of sight, very good,—eye, round.

### DISTRIBUTION.

Fishes are found in oceans, seas, rivers and lakes, certain [limits] which they seldom pass.—Some fish live in [temperatures] in which persons would suppose they could not possibly live. Thus, fishes have been discovered in hot springs; and Humboldt, a celebrated American traveller, tells us, that he found them thrown up alive from the bottom of an [exploding volcano,] with water nearly at the boiling points. Also found in ice in [congealed] state; with gradual thawing of ice, life returns. In North of Europe Perch and Eels, are often [transported] from place to place in frozen state. Some species or kind will thrive in very cold and very hot climates. The delicate Gold-fish has been known to thrive so.

## FOOD.

Most large fish live upon smaller ones. Many live upon [marine vegetables.] Star fish, and other similar animals, are also eaten, although bodies are so well defended. Very [voracious.]

N. B.—Words, and sentences, in brackets, to be explained, those in *italics* spelt.—FRANCIS T. READ, Bristol, in *Pupil Teacher*.

## 5. THE SCHOOL HOUSE PLAY GROUND.

The school house should stand in a dry and airy situation, large enough to allow a spacious play ground. No pains should be spared on this principal and paramount department of a proper infant school. The more extensive the ground may be, the better; but the smallest size for 200 children, ought to be 100 feet in length, by at least 60 in breadth. It should be walled around, not so much to prevent the children from straying, as to exclude intruders upon them, while at play; for this purpose, a wall, or close paling, not lower than six feet high, will be found sufficient. With the exception of a flower border, from four to six feet broad all round, lay the whole ground, after levelling and draining it thoroughly, with small *binding* gravel, which must be always kept in repair, and well swept of loose stones. Watch the gravel, and prevent the children making holes in it to form pools in wet weather; dress the flower border, and keep it always neat; stock it well with flowers and shrubs, and make it as gay and beautiful as possible. Train on the walls cherry and other fruit trees and currant bushes; place some ornaments and tasteful decorations in different parts of the border—as a honeysuckle bower, &c., and separate the dressed ground from the gravelled area by a border of strawberry plants, which may be protected from the feet of the children by a skirting of wood on the outside, three inches high, and painted green, all round the ground. Something even approaching to elegance in the dressing and decking of the play ground, will afford a lesson which may contribute to refinement and comfort for life. It will lead not only to clean and comfortable dwellings, but form a taste for decoration and beauty, which will tend mainly to expel coarseness, discomfort, dirt, and vice, from the economy of the humbler classes.—*Mr. Wilderspin, quoted in Papers for the Teacher*.

## IX. Miscellaneous.

### 1. A VOICE FROM THE PENITENTARY.

The following beautiful lines were found pencilled by a convict, in one of the books belonging to the Library of the Provincial Penitentiary.—*Kingston Herald*.

#### MOTHER.

I've wandered far away, mother,  
Far from my happy home,  
And left the land that gave me birth,  
In other climes to roam;  
And time since then has rolled his years  
And marked them on my brow,  
Yet still I think on thee, mother  
I'm thinking on thee now.

When by thy gentle side, mother,  
Thou watched my dawning youth,  
And kissed me in your pride, mother,  
Taught me the word of truth.  
Then brightly was my soul lit up  
With thoughts of future joy,  
Whilst your bright fancy garlands wove,  
To deck thy darling boy.

I'm thinking on the day, mother,  
When, with such anxious care  
You lifted up your heart to Heaven,  
Your hope, your trust was there.  
Fond mem'ry brings the parting glance,  
Whilst tears rolled down my cheek,  
That last long loving look, told more  
Than ever words could speak.

I'm lonely and forsaken, mother,  
No friend is near me now,  
To soothe me with a tender word,  
Or cool my burning brow.  
The dearest ties affection wove  
Are all now torn from me,  
They left me when my trouble came,  
They did not love like thee.

I would not have thee know, mother,  
How brightest hopes decay,  
The tempter with his baneful cup  
Has dashed them all away;  
And shame has left its venom sting,  
To rack with anguish wild,  
Yet still I would not have thee know  
The sorrows of thy child.

I know you would not chide, mother,  
You would not give me blame,  
But soothe me with a tender word  
And bid me hope again.  
I'm lonely and forsaken now,  
Unpitied and unblest,  
Yet still, I would not have thee know  
How sorely I'm distressed.

I've wandered far away, mother,  
Since I deserted thee,  
And left thy trusting heart to break  
Beyond the deep blue sea;  
Yet mother still I love thee well,  
I long to hear thee speak,  
And feel again that balmy breath  
Upon my careworn cheek.

But ah! there is a thought, mother,  
Pervades my beating breast,  
That thy freed spirit may have flown  
To its eternal rest.  
And as I wipe the tear away,  
There whispers in my ear  
A voice that speaks of Heaven, mother,  
And bids me seek thee there.

## 2. TASTE NOT—A STORY FOR BOYS.

Who hath woe? Who hath sorrow? Who hath contentions? Who hath babbling? Who hath wounds without cause? Who hath redness of the eyes? They that tarry long at the wine.—Prov. XXIII 29.

A happy little boy was Freddie Felix—happy because he was good—almost idolized by fond parents as their first born, the pet of the household, loved by all his schoolmates, and a general favourite; indeed,

"None knew him but to love him,  
Nor named him but to praise."

The halcyon days of childhood passed, and Freddie, a fair, promising youth, bade fair to become an ornament to society, with popularity undiminished, his sunny smile, cheerful mien, and gentlemanly bearing insured him a cordial welcome wherever he appeared.

One evening he attended a gay wedding party, where the "glasses sparkled on the board," and "the wine was ruby bright;" he was repeatedly invited to drink, and as often refused, and not until the fair bride insisted on a health did he assent.

Fatal glass! it was the first—would to God it could have been the last. He little thought that in drinking a health to the bride—he was drinking ruin to his own immortal soul.

Let me entreat you, my dear boys, to beware of the first false step. That once taken, how rapidly, how smoothly we glide down, down to eternal perdition.

"Poor Fred! poor fellow!" was echoed and re-echoed by former friends, who were dropping off, one by one, wisely shunning the inebriate.

His devoted mother, with heart withering in her bosom, vainly tried to conceal his fault, and loved him more dearly since deserted by others.

His father, all his bright hopes blighted, threatened to disown him; but the unfortunate son promised to reform, and did for a while abstain.

In the meantime he married an amiable, pious woman, but his future was paved with broken vows and ill-kept resolutions.

Poor Fred, fallen and degraded, has passed through all the dark and gloomy scenes of a drunkard's life.

His windows, with broken panes, have been stuffed with old rags, until the bright sunlight was shut out, and with it health and happiness: his wretched abode was made more sorrowful by the cries of his children for bread, and the bitter tears rolling down his wife's pale cheeks, once blooming in health, now pallid and sunken from want.

Heart-broken wife! she will hunger and thirst no more forever; her last tears of anguish are shed; she rests from her cares on the bosom of her Saviour.

You think now, my dear boys, Fred is a reformed man, you think he could not witness such distress and still pursue the same downward courses that caused it; you must remember, the strong fetters of intemperance are hard to break.

His children have deserted him; he is now almost friendless and alone in the world; one faithful heart still clings to him, and prays without ceasing for his reformation, not without hope that her prayers may be heard, and happily answered.

From that first glass at the wedding party, we can date the downfall of the victim of intemperance.

I trust all my dear young readers will take warning, and "look not upon the wine when it is red." At the last, "it biteth like a serpent, and stingeth like an adder."—*Episcopal Recorder*.

## X. Short Critical Notices of Books.

— SCOTTISH LIFE AND CHARACTER: by S. B. Ramsay, LL.D., Dean of Edinburgh. Boston: Ticknor and Fields. So popular has this work been in Britain, that it has already gone through seven editions in Edinburgh since 1850. The present American edition has been prepared by the author himself. It is an entertaining book, full of genuine Scottish humor and anecdote. The paper and typography are excellent.

— TRAVELS IN THE REGIONS OF THE AMOOR; by T. W. Atkinson, F.R.G.S. New York: Harper and Brothers. The author of this work has already published an interesting book of Travels in Siberia. This reprint of an English work is a companion volume, and contains a sketch of his further travels in Asia, in the regions of the Upper and Lower Amoor river, and in the recent Russian acquisitions on the confines of India and China. It is interspersed with accounts of his adventures among the mountain Kirghis and the hunting and pastoral tribes in those parts of Asia. The map and illustrations are very good, and the type is large.

— HAND BOOK OF MEDICAL INFORMATION AND ADVICE. London: James Hogg and Son. This work has been prepared by a physician, and contains a brief account of the nature and treatment of common diseases, hints to be followed in emergencies, and suggestions as to the management of a sick-room, and the preservation of health. The book is well printed on good paper.

— READINGS FOR YOUNG MEN, &c. London: James Blackwood. This book is made up of a series of readings, in the shape of extracts from various works, and anecdotes, &c., containing advice and rules for the guidance of young men, merchants and others, in the great business of life. It is a useful compilation.

— THE BOOK AND ITS STORY. New York: Carter and Brothers. This is a very nice reprint of a recent English work on the history of the Bible—OF THE BOOK. It contains "the 'story' of the Bible from the first dawn of revelation to the completion of the sacred canon, with interesting details of its translation and circulation from the earliest efforts to the present time." To all those who feel an interest in the Bible Society and its operation throughout the world this will be a welcome volume.

— TEACHER'S ASSISTANT; by Charles Northend, A.M. Boston: Crosby, Nichols, Lee and Co. We cordially welcome such books as this, as they furnish valuable suggestions on a delicate and difficult subject, to teachers in the prosecution of their work. This volume contains, in the form of a series of familiar letters from Mr. Northend to one entering upon the teachers' work, a number of "hints and methods in school discipline and instruction,"—the result of his own experience and observation. The paper and type are good.

— THE PRINCE'S TOUR; Montreal: John Lovell.—This work has been compiled by "a British Canadian," and contains 272 pages, octavo. Like all Mr. Lovell's books, it is well printed. It is done up with a cloth cover, and contains an excellent likeness of the Prince. The Prince's tour through British America and the United States is given in full from contemporary records. We are glad to learn that a good number of copies of the work have been subscribed for.

— GOLDSMITH'S VICAR OF WAKEFIELD. London: James Hogg & Sons. This is another of Hogg's series of attractive books. It is a very neat edition of a well known and universally popular book. The illustrations are striking and the type large and good.

## XI. Educational Intelligence.

### CANADA.

— **TEACHERS' PROVINCIAL CONVENTION.**—In accordance with a resolution passed at the October meeting of the County of York Teachers' Association, and published in the *Journal of Education*, a convention of the teachers in Upper Canada was held on the 25th ult. in the County Court Room, Adelaide street, for the purpose of discussing the propriety of forming a Provincial Teachers' Association. The convention was largely attended, there being representatives from seventeen counties in Upper Canada present. On motion of Mr. T. J. Robertson, of Toronto, seconded by Mr. T. Nixon, of Newmarket, the Rev. Dr. Jennings, Chairman of the County Board of Public Instruction, was called on to preside. The Chairman, after thanking the meeting for the honour they had done him in calling him to preside, remarked on the great progress of education in Canada within the past few years, and the number of talented teachers engaged in the very important work of imparting instruction to the young. He assured them that they had his entire co-operation in the organization of a Teachers' Association, and said that he felt confident it would be productive of much good. On motion, Mr. R. Alexander, of Newmarket, was requested to act as Secretary to the convention. Mr. Nixon, of Newmarket, moved, seconded by Mr. Irwin, of Holland Landing—"That it is expedient that the teachers present form themselves into an association, to be styled 'The Teachers' Association of Canada West,'" which was carried. Owing to the Rev. Dr. Jennings being obliged to leave the meeting, Mr. T. J. Robertson was requested to preside. Mr. Irwin moved, seconded by Mr. Sangster, that a committee be appointed to draft and report a constitution, and that the following persons compose such committee:—Messrs. Nixon, McCallum, Alexander, Carlyle, McKee, Thompson, Brown, and Mrs. Clark. Carried. An adjournment took place, in order to allow time for the committee to propose a constitution and by-laws. On reassembling, Mr. McCallum, of Hamilton, on behalf of the select committee, presented a draft of the constitution and by-laws. The first Article in the constitution provides:—"That any lady or gentleman engaged in any department of instruction, members of the Council of Public Instruction, members of county boards of instruction, superintendents of schools, editors of education journals, and ex-teachers, shall be eligible for membership," by paying \$1 and signing the constitution. Persons may become life-members by paying \$10. The third Article provides that the officers of the Association shall be a president, six vice-presidents, a secretary, treasurer, and one councillor from each county represented in the Association. Article IV. provides that a meeting shall be held in August, 1861. After a lengthened discussion, the constitution and by-laws were adopted, and the Convention adjourned till half-past seven o'clock in the evening. On re-assembling at half past seven o'clock, Mr. McCallum was called to the chair, and the members of the Association proceeded to the election of office-bearers for the current year, as follows:—*President.*—T. J. Robertson, Esq., M.A., Toronto. *First Vice President.*—A. McCallum, Esq., Principal Central School, Hamilton. *Second V. P.*—Mr. James McLelland, St. Mary's. *Third V. P.*—Mr. Alexander Campbell, Toronto. *Fourth V. P.*—Mr. Wm Anderson, Toronto. *Fifth V. P.*—Mr. Thomas Nixon, Newmarket. *Sixth V. P.*—Mr. Angus Hay, Cornwall. *Secretary.*—Mr. J. W. Aeres, Paris. *Treasurer.*—Robert Alexander, Newmarket. *Councillors.*—Ontario—Thomas McKee, Principal C. S. Oshawa. Lanark—Mr. Kidd. Peel—Mr. Morton. Middlesex—Mr. Grant. York—Mr. Carlyle. Hastings—Mr. McShea. Halton—Mr. Froot. Wentworth—Mr. Cameron. Oxford—Mr. Vardon. Brant—Mr. McFarlane. Northumberland—Mr. Young. Dundas—Mr. Bell. Carlton—Mr. Henderson. Perth—Mr. Stafford. Lambton—Mr. Taylor. Elgin—Mr. Brown. Stormont—Mr. McDiarmid. Wellington—Mr. Reid. It was then resolved that the next meeting of the Association be held in the first week in August next in Toronto, and that the teachers of the city be requested to act as a committee of reception. On motion of Mr. McGann, Toronto, Mr. McCallum vacated the chair, which was taken by Mr. J. Thompson, of John street school, Toronto. Mr. McGann then moved that the thanks of the meeting are due and are hereby tendered to Mr. McCallum for his impartial conduct in the chair. Carried by acclamation. The Chairman in returning thanks, said it spoke well for the Association that there were present representatives from seventeen counties in Upper Canada, and he sincerely trusted that before the August meeting, the great majority, if not all, the teachers of Upper Canada,

would be members of the Association. A vote of thanks having been given to the secretary, Mr. Alexander, the convention adjourned.—*Globe.*

— **NORTH ONTARIO TEACHERS' ASSOCIATION.**—From the recent proceedings of this association we learn that an application has been made to the County Council for aid in procuring a Library, and some attempt at agitating for the formation of a Provincial Association. Regarding the first of these important matters, no reply has yet been received from the County Council. The second is making good progress, and will probably be much expedited by a meeting which was lately held in Toronto.

— **ROMAN CATHOLIC AGRICULTURAL COLLEGE NEAR TORONTO.**—An important social meeting was lately held in Toronto, to promote the establishment of an Agricultural College near this city. The Right Rev. Bishop Lynch presided. In proposing a toast the Bishop thus explained the object he had in view in establishing the College. On coming to this country he immediately perceived vast tracts of land unoccupied, and vacant lots in the cities, at the same time a good deal of poverty. He considered that there was something wrong. There was and is plenty of labour and strength. If these were applied to the land we would become rich. He perceived many fine boys running about the city; if these received education and were taught to cultivate the earth they would be made happy. It became his anxious wish to collect these fine boys; to develop their talent; to make them ornaments to society. These boys are friendless in a friendless world, and, one ounce of prevention being worth a pound of cure, it became of vast importance to the country to provide for them and enable them to live honestly. Before sitting down he would propose the toast—"The Agricultural College of St. John, of the Gore of Toronto. May it be a home where the impoverished youth may be sheltered from the cold blast of a friendless world, where their hearts may be moulded to every noble and religious principle; their intellect cultivated in every science and art; and may they learn in its hallowed precincts the art of winning from mother Earth an honest livelihood and to share it with others."

— **BAPTIST LITERARY INSTITUTE, WOODSTOCK.**—We regret to learn that the buildings erected at Woodstock by the Baptist Denomination, to answer the purpose of a college and literary seminary, have been burnt to the ground, and so completely destroyed that nothing remains but a blackened front to show where the spacious and well-proportioned building once stood. It was fortunately vacation time, and some of the Professors, with nearly all the pupils were away; otherwise, many lives could hardly fail to become victims to the flame—so rapid was the progress of the fire. At a late meeting of the Trustees, the following resolution was passed, *Resolved.*—That we hereby tender to the Board of Common School Trustees our thanks for the offer they have made us of the use of the East End School House, but as we have so generously been put into possession of the Woodstock Hotel, by the citizens of Woodstock for the use of our School, we are not now in circumstances to require the building they have so kindly offered us.

— **LAVAL UNIVERSITY.**—Free public lectures are being delivered by the professors of Laval University in Quebec on Canadian history and natural philosophy.

### GREAT BRITAIN.

— **UNIVERSITY OF EDINBURGH.**—The third half-yearly meeting of the General Council of the University of Edinburgh was held last month, Sir David Brewster, Principal and Vice Chancellor, presiding. The Secretary read the deliverance of the University Court on the representation of the last meeting of the General Council on the subject of middle-class examinations. It stated that the Court concurred with the Council as to the advantage of instituting a University examination equivalent to the middle-class examinations of the English Universities, and they had the satisfaction to learn that a measure relating to the subject was under the consideration of the Professors. The following resolutions were then passed:—Mr. George Steel moved, "That the General Council represent to the University Court the importance of bringing before the notice of Parliament and of Her Majesty's Government, the just claims of the Scotch Universities to have their separate representatives in the House of Commons, of whom one shall be returned by the University of Edinburgh, one by the University of Glasgow, and one by the Universities of Aberdeen and St. Andrew's." Sir H. Moncrieff seconded the motion. Mr. Sheriff Hallard moved, "That it be represented to the University Court that, in the opinion of the General Council, a separate and distinct Chair of Poli-

tical Economy ought to be established in the University." Professor Macdougall seconded the motion. No amendment being proposed, Mr Hallard's motion was carried. Mr. A. Nicolson moved, "That the General Council represent to the University Court the importance of instituting an entrance examination on the subjects which form the studies of the first year of an Arts curriculum, the examination being limited to those students who wish the session in which they are entering to be reckoned an academic year." Professor Blackie seconded the motion, and in a lively speech described the evils of raw and ignorant students entering with others and hindering their progress. Professor Pillans opposed the motion on the ground that the true remedy was to raise the standard of the grammar schools. On a show of hands, the motion was carried by a large majority. The meeting then separated.—*English Journal of Education.*

— LIBRARY PRESENTED BY PRINCE ALBERT.—The Prince Consort has presented a valuable library to the camp at Aldershot. It is open to all the officers and to civilians. The former has also given £10,000 towards the International Exhibition of 1862.

— EDUCATION IN THE COAL MINES.—In England, every child is required by law, to be able to read and write, before it is permitted to enter the coal and iron mines. Efforts are being made by the friends of education to extend the provisions of this salutary law, into all other branches of labour.

**XII. Departmental Notices.**

**THE TRUSTEES' SCHOOL MANUAL FOR 1861.**

The Trustees' School Manual, for 1861, will be sent out during the present month to the County Clerks for gratuitous distribution, to school corporations alone, through the Local Superintendents. Trustees will therefore not apply to the Department for copies, but to their own Local Superintendents. To other parties copies can be supplied from the Depository of the Educational Department, at 25 cts. each, or 30 cts. including postage, which must now be paid in advance. The School Manuals for Grammar and Common Schools, was sent out last July addressed to the Chairman, Secretary and Local Superintendent of schools in the Cities, Towns and Incorporated Villages. Extra copies, as above, 30 cts.

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

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

**FORM OF APPLICATION FOR PUBLIC LIBRARY BOOKS, MAPS, APPARATUS, SCHOOL PRIZE BOOKS, &c.**

[Insert Post Office Address here.]

SIR,—The [Trustees, or Board of Trustees if in Towns, &c.] of the ..... School, being anxious to provide [Maps, Library Books, or Prize Books, &c.] for the Public Schools in the [Section, Town, or Village, &c.] hereby make application for the ....., &c., enumerated in the accompanying list, in terms of the Departmental Notice relating to ..... for Public Schools. The ..... selected are *bona fide* for .....; and the CORPORATION HEREBY PLEDGES ITSELF not to give or dispose of them, nor permit them to be disposed of, to the teacher or to any private party, OR FOR ANY PRIVATE PURPOSE WHATSOEVER, but that they shall be applied solely to the purposes above specified in the Schools of the ....., in terms of the Departmental Regulations granting one hundred per cent.

on the present remittance. The parcel is to be sent to the ..... Station of the ..... Railway.

IN TESTIMONY WHEREOF, the Corporation above-named, hereto affixes its corporate seal to this application, by the hand of .....\*, this ..... day of ....., 186—

Amount remitted, \$.....

..... } Corporate Seal to be placed here.

To the Chief Superintendent of Education, Toronto.

NOTE.—Before the Trustees can be supplied, it will be necessary for them to have filled up, signed, and sealed WITH A PROPER CORPORATE SEAL, as directed, a copy of the foregoing Form of Application. On its receipt at the Education Office, the *one hundred per cent.* will be added to the remittance, and the order, so far as the stock in the Depository will permit, made up and despatched. Should the Trustees have no proper corporate seal, the Department will, on the receipt of *two dollars* additional, have one engraved and sent with the articles ordered.

If Library and Prize Books be ordered, in ADDITION to Maps and Apparatus, it will BE NECESSARY TO SEND NOT LESS THAN *five dollars* additional for each class of books, &c., with the proper forms of application for each class.

✂ The *one hundred per cent.* will not be allowed on any sum less than *five dollars*. Text-books cannot be furnished on the terms mentioned above: they must be paid for in full, at the net catalogue prices.

\* The Trustees of the Section; Chairman and Secretary of the Board of City, Town, or Village Trustees; Warden, Mayor, or Reeve.

**VOCAL MUSIC BOOKS, SHEETS, &c.**

For sale at the Educational Depository.

HULLAH'S Manual of Vocal Music, in two parts, each .....	\$0 50
do do do do Parts I and II bound together .....	1 00
do Exercises and figures contained in the Manual, parts I and II, each .....	0 16
do Large sheets containing the figures in part I of the Manual, in five parcels of 8 sheets each—per parcel ..	1 50
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