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JOURNAL OF EDUCATION,

Upper  Canada.

Vol. IX.

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noble system of Free Public Libraries was put into successful operation; the Grammar Schools were re-organised, and salutary regulations for their government, and for the government of the Common Schools were adopted; a fund for the support of Superannuated Common School Teachers created; and a special grant made by the Legislature to enable the Department to supply the Public Schools with suitable maps, charts, diagrams, and those other useful and appropriate adjuncts in the difficult and laborious process of education, which the ingenuity and experience of educationists and teachers have from time to time suggested.

In regard to the Public Libraries, it may be gratifying to know that at the close of 1855 about 150 libraries, containing nearly 120,000 volumes of books had been despatched by the Educational Department to the various counties of Upper Canada. The number of volumes sent out during each month, up to the end of 1855, and the subjects to which they referred is given in the following statement:—

THE FREE PUBLIC LIBRARY SYSTEM OF UPPER CANADA.

The years 1853—1855 will long be worthy of note in the educational history of Upper Canada. In those years the

Number of Volumes sent out during the Months of	Subjects																	Grand Totals.
	History.	Zoology.	Botany.	Phenomena, &c.	Physical Sciences.	Geology, &c.	Natural Philosophy.	Chemistry.	Agricultural Chemistry.	Practical Agriculture.	Manufactures.	Modern Literature.	Ancient Literature.	Voyages, &c.	Biography.	Tales and Sketches Practical L.	Teachers' Library.	
November, 1853.	168	62	16	29	15	5	9	6	9	48	36	70	20	54	126	284	4	961
December	3,990	1,540	217	377	511	229	187	126	183	759	708	2,187	417	1,087	2,791	4,894	204	20,901
January, 1854.	624	279	46	143	34	30	34	29	48	151	93	291	19	291	435	545	34	3,129
February	1,290	627	125	275	237	85	108	93	65	348	201	771	59	528	738	2,252	74	7,874
March	562	164	25	62	59	27	22	22	24	103	50	211	9	182	225	556	67	2,161
April	174	101	13	34	28	13	11	10	8	42	33	111	4	96	110	348	13	1,149
May	797	472	56	112	98	45	66	40	32	156	145	562	25	291	597	1,468	46	4,948
June	996	476	79	276	95	46	100	41	23	176	306	482	26	294	478	1,286	56	5,236
July	1,601	937	150	40	208	81	160	81	38	420	565	788	24	523	919	2,320	70	9,305
August	1,028	574	92	199	136	61	106	70	24	411	415	555	...	447	677	2,303	44	7,142
September	1,269	596	127	230	182	66	182	79	16	363	665	586	12	541	710	3,751	42	9,372
October	1,434	883	183	256	219	110	250	112	28	617	716	673	12	908	872	2,549	66	9,787
November	619	278	74	110	92	47	59	33	8	308	245	414	8	322	404	1,214	47	4,282
December	389	145	51	69	22	25	40	19	7	105	196	181	3	162	228	715	20	2,386
January, 1855.	805	392	64	110	214	48	69	50	8	186	162	583	25	357	468	935	94	4,570
February	174	100	17	65	22	9	12	21	3	62	88	158	1	134	185	596	20	1,667
March	83	43	12	16	10	6	5	2	...	82	23	74	...	49	44	285	15	639
April	398	160	29	41	48	15	48	18	2	49	130	363	7	248	389	651	29	2,694
May	724	331	50	69	48	39	86	34	22	201	223	387	12	338	485	908	53	4,100
June	1,047	405	71	95	99	35	108	45	14	355	230	567	14	607	446	1,157	101	5,446
July	428	98	8	24	61	6	39	22	7	105	65	141	...	153	171	346	30	1,704
August	508	156	37	35	59	11	26	5	6	108	65	288	10	165	171	277	14	1,941
September	402	36	4	10	16	6	11	...	2	91	89	207	1	217	192	314	31	1,619
October	612	211	9	46	53	14	40	4	11	128	165	258	...	418	391	203	23	2,595
November	194	116	12	32	27	9	24	3	1	40	32	205	1	153	139	206	19	1,215
December	100	5	5	15	6	2	5	3	...	6	4	58	1	87	40	231	3	571
Total	20,266	9,187	1,635	3,636	2,540	1,070	1,823	968	589	5,494	5,705	11,100	710	8,417	12,391	30,534	1,218	117,292

To every Canadian (whether Colonist or native born,) the foregoing statement will not only suggest matter for congratulation and hopefulness, but it will also incite to still greater activity in promoting the influence and advantages of these Free Public Libraries among the people.

The startling facts which the annual gaol returns of our chief cities and towns disclose, furnish matter for the gravest reflection. With all our exertions to sustain and extend the enlightened system of Education which has been established by the Legislature, there yet remains numbers of the population

strangers to the blessings of education and to the elevating and ennobling influences of books—those priceless legacies of the great and good—

“Whose ample page
Rich with the spoils of time,”

in literature, science and art, history, biography and poetry, have accumulated in vain for them.

It is true that we may be unable to reach many of our criminals by education, even were Schoolmasters to be appointed among them (owing to the fact that they are generally beyond the age for that purpose,) but we may by means of the Chaplain, the Prison Schoolmaster, and a well selected library of instructive and appropriate books open the door for the return to rectitude and honor of many of the younger criminals, whose moral perceptions are not yet blunted by continuous contact with vice, and whose lives are not yet hardened by crime. Such an influence might give a new bias to their feelings and tastes, and inspire with a purer and nobler ambition some of those who are now only famous in the annals of crime.

The subject is worthy of the attention of County Councils, on which have been conferred by the Legislature ample power to establish such Public School Libraries as they may judge expedient.*

From many places in which Public School Libraries have been established, the most gratifying assurances have been received by the Department of their beneficial effect. As a sample, we may quote the following testimony from the City of Hamilton, the local superintendent of which, in a recent comprehensive and interesting report (which has been published by the Board of Trustees in a neat pamphlet,) remarks:—

“The Library, an important feature of our school system, was established in the month of October, 1855, but was not opened for distribution till towards the close of that year. Its advantages are now very generally appreciated, and its influence for good felt throughout the entire city. There is no class in the community to whom a Library can be made more directly beneficial than to the pupils attending our Schools. Their attention is so exclusively confined to their Text-Books and to their peculiar school studies, that one of the greatest deficiencies observable among the scholars of our higher classes is the want of that ready and practical information which can be obtained only by an intelligent course of general reading. As the use of the Library is freely extended to all, and as the selection of books is frequently made with much judgment and discretion, it may be fairly hoped that they will promote a general acquaintance with literature and science,

* It may be appropriate to mention in this place that, since the foregoing was written, the Municipal Council of the Metropolitan Counties of York and Peel have, at the suggestion of the Deputy Superintendent of Schools for Upper Canada, appropriated the sum of £25 towards establishing a public library in the County Jail, and that the Warden has written to the City Council to induce them to aid in the same benevolent object. It is also gratifying to know that the subject of Prison discipline and reformatory, education will shortly engage the attention of the Legislature, as indicated by the following paragraph in His Excellency's speech on opening the present session of Parliament, on the 15th inst:—“Your zeal in the cause of Education is known and appreciated by all the World. It is important to consider whether we cannot combine the reform of the juvenile offenders with the punishment of their crimes. At the very least, it is incumbent upon us to take care that such punishment does not in itself afford fresh opportunities for debasing the criminals and instructing them in vice.

“I regret to say that the Presentments of numerous Grand Juries throughout the Country, which I have directed to be laid before you, shew too clearly the want of improvement in the construction and discipline of our Gaols.”

and at the same time improve the pupil's taste and enlarge his range of thought.

“The Library has been productive of much good in another way. Our country has been deluged with every description of trash in the shape of paper-covered novels and light literature. These are sold in the book-stores, vended about the streets, and almost forced upon the purchaser in steamboats and railroad cars. The prices at which they are offered are so extremely low that they are quite within the means of the humblest individual. There can be no question that their effect is demoralizing to the last degree, and every philanthropist will hail with joy the development of a healthier tone of public reading. Now it may be reasonably expected that these Libraries, spread as they are over all the country, and consisting of books at once instructive and entertaining, will materially tend to improve the public taste and cultivate a desire for reading of a more elevating description. It is believed that such a result may be observed already, to some extent, in our city. The number of books drawn weekly from the Library has steadily increased, and that they are read with profit and advantage, at least by the pupils, is evidenced by their increasing intelligence and avidity to read. Nor are the beneficial effects of the Library confined to the scholars alone—the volumes taken from it being the magnets that hold many entire families enchained around the social fireside during the long evenings of Winter. Frequently an hour is thus rationally spent which would otherwise have been devoted to less objectionable pursuit.”

As the subject is one of much interest, it may be proper to insert here, for the information of Municipal Councils and School Trustees, the following extracts from the Chief Superintendent's Report, containing a complete exposition of the principles upon which the system of public libraries have been established and maintained, and a statement of the means which have been employed by the Department to give practical effect to the provisions of the law on the subject.

OBJECTIONS ANSWERED.

The Chief Superintendent, in his Annual Report for 1854 (pp. 9-13) remarks:—

“Before noticing the steps which have been taken to introduce this branch of our system of public instruction, I will reply to the only objections made to it. It has been objected, ‘that the purchase and sale of school requisites and books for public libraries, ought to be left to private enterprise—that the government ought not to have a map or book establishment for the supply of schools and municipalities with these essential instruments of sound education and general knowledge,—that the private trader ought not to be injured by government with whom he is unable to compete.’

“This objection is based upon the acknowledged fact, that school requisites and books are supplied to local municipalities much more economically and advantageously for the latter by the aid of government than by private traders. It is then, a question, whether the interest of public schools and municipalities are first to be consulted or those of private individuals?

“It is also to be observed that the same objection may be urged upon the same ground and with equal force against any system of public schools whatever, as they interfere with the trade of the private teacher; for in proportion to the excellence of public schools, and the degree in which they are aided by the legislative grants and local assessments, and education to indi-

viduals thus cheapened, will private schools decline, and the interests of private teachers be affected? The same objection lies equally against all endowments or public aid of colleges, as the trade of the private tutor is thereby injured and for the most part extinguished in regard to the whole business of collegiate teaching. The interests of a class of private teachers are as much entitled to protection against the competition of public schools, as are the interests of a class of private booksellers to protection against the competition of government in supplying the public schools with the requisite maps, apparatus and libraries. If the interest of an individual, or a class, are to be placed before those of the community at large, then there can be no system of public instruction whatever, nor any public aid to any branch of the education of the people. But such an objection has never been admitted in the government and legislation of any enlightened country.

"The ground on which the public schools and municipalities are provided with school requisites and libraries, through the medium of a public department, and by means of public grants, is as unquestionable as it is simple and obvious. It is the legitimate consequence of having public schools, for if a people determine through their legislature that they will have public schools at all, it is clear that those schools should be made as efficient as possible, and that nothing should be omitted to render them so. If it is, therefore, the duty of the legislature to promote the education of the people by the establishment of public schools, it is equally its duty to provide all possible facilities and means for supplying those schools with the maps, apparatus, and libraries, which render them most instrumental in educating and instructing the people.

"The legislature will, therefore, no doubt, make the same provision for aiding public schools and municipalities in providing themselves with school maps, apparatus and libraries, as it has done for the training and support of their teachers; and the unseemly opposition which has been attempted by two or three newspapers in the interest of as many mistaken booksellers, has hitherto found no echo in the voice of the press generally, and not a single response within the halls of the legislature.

"The objection, too, is founded upon a false view of the legitimate sphere of government duty and private enterprise. It is as much the duty of government to adopt the most economical and effective means to furnish the public schools with all the needful appliances and instruments of usefulness, as to provide these for any one of its own departments. The extent and manner in which it does so, must depend on circumstances, and is a matter for the exercise of its own discretion, irrespective of any pretensions of private against public interests. The private bookseller has a right to sell his books as he pleases; and each school section and municipality, and each public body of every description, as well as each private individual, and not less the government, has a right to purchase books where and of whom they please. Each municipality, as well as the Legislative Assembly itself, may have its own library procured and imported by a public agent, and not by a private trader, to whom large additional prices must be paid for his risks and profits.

"Besides, nearly all the maps and other articles of school apparatus, and most of the books for the libraries, were unknown in the country and would have been unknown, had they not been introduced by the agency of a public department. I believe that private booksellers have largely profited by what I

have done in this respect; that they have found demand for many books which no doubt have first been made known in the official catalogue and through the medium of the public school libraries. They have the entire and exclusive possession of the field of private trade; and with this they should be satisfied, without claiming to be the sole and uncontrolled medium of supplying the public schools and municipalities with books and school apparatus.

"I have also considered it my duty to import nothing that could be produced in the country. I get most of the maps mounted, and many of them colored in Toronto; I have introduced models of school furniture, and encouraged its domestic manufacture, so that it is now becoming an important branch of business. All our common school books are now printed in the country; and I hope the day is not far distant when, in the largest sense, Canada will be a book-publishing, as well as a book-reading country.

"Having noticed, perhaps more formally than was necessary, this only and narrow objection against public libraries, I will now state the steps which have been taken to establish this vitally important branch of our system of public instruction, and some of its results and advantages.

"The first practical step towards establishing public school libraries in Upper Canada, was taken in the autumn of 1850. In that year the preliminary arrangements were made with the chief publishers in England and the United States, to supply the department with quantities of such works as might be selected by me, and approved by the Council of Public Instruction for Upper Canada.

"In 1853, the arrangements in regard to this important branch of our system of public instruction were perfected; and towards the close of that year—(having obtained the necessary supply from England and the United States)—the first library was dispatched from the department. Since that time, the officers of the department, charged with this special duty, have been incessantly engaged in receiving books, and in despatching libraries to every part of Upper Canada.

* * * * *

"It will be seen by Table K, of this Report, how widely the advantages of these public libraries have already been diffused. Each of the forty-two counties in Upper Canada, with the exception of Addington, Bruce and Victoria, have availed itself of the facilities which the Department, through the liberality of the legislature, has been enabled to afford. They have been equally open to the most distant school sections as well as to the metropolis—to the most remote and thinly inhabited municipalities as well as to the most populous and wealthy. Each has been aided from the legislative grant, and supplied with books according to the extent of their own exertions and the amount of money contributed from their own resources.

"As a singular instance of how little influence distance can have in preventing the establishment of public libraries, I may mention that, while very respectable libraries have been ordered and despatched to the extreme northern townships of the province, bordering on the Ottawa River, not a single book has yet been procured for public school libraries in either of the populous and important cities of Toronto, Ottawa or London; while the school authorities in each of these cities complain of a want of some additional inducements to encourage the idle boys in their streets to attend the schools and enjoy the advantages of instruction. It is but reasonable to suppose that, if the induce-

ment of free access to the interesting and often beautifully illustrated works on various branches of knowledge and social duties, which are usually supplied, was held out and explained to the parents of these children, or to the lads themselves, the groups of idle, listless, or mischievous boys, would, in a short time, be very materially lessened. Young people are easily interested, and soon acquire a taste for reading; but when left to themselves, instead of to the companionship of good books, this taste soon degenerates into a morbid craving for the most dangerous and worthless productions of the press.

"The magnitude and importance of this noblest feature of our public school system was deeply felt by Lord Elgin, who, in one of his valedictory addresses, delivered on leaving the province, referred to the "township and county libraries as the crown and glory of the institutions of the province!" This is certainly the true light in which to view such great instruments in the hand of Providence, for the amelioration of society and the enlightenment of the public mind. The youth attending our schools are taught to read, and read they will, either for good or evil. It therefore becomes an important and momentous question in all systems of public instruction, how shall this want be supplied—this craving for intellectual food be satisfied. The question has ever been an anxious one with me. Each step has been carefully pondered, and each conclusion has been cautiously arrived at. It is therefore a matter of satisfaction to know that this care and anxiety has not been in vain, but that there will have been put into circulation in Upper Canada, before these pages are printed, upwards of 110,000 volumes of choice and excellent works, relating to almost every department of literature and science.

"The many references to the popularity and usefulness of these libraries contained in the extracts from the remarks of the local superintendents, (Appendix A,) shew the great good which the circulation of the books already sent out has accomplished. It is to be hoped that the legislature will concur in the appropriation of a still further sum to aid the department in the diffusion of additional light and knowledge in Upper Canada, and the source of much comfort and enjoyment during the long nights of our Canadian winter."

GENERAL PRINCIPLES ON WHICH BOOKS HAVE BEEN SELECTED FOR THE PUBLIC SCHOOL LIBRARIES IN UPPER CANADA.

"The Council of Public Instruction for Upper Canada deems it proper to state its principles of proceeding in performing the important and responsible task of selecting books for these public school libraries.

"1. The Council regards it as imperative, that no work of a licentious, vicious, or immoral tendency, and no works hostile to the Christian religion, should be admitted into the libraries.

"2. Nor is it, in the opinion of the council, compatible with the objects of the public school libraries, to introduce into them controversial works on theology, or works of denominational controversy; although it would not be desirable to exclude all historical and other works, in which such topics are referred to and discussed; and it is desirable to include a selection of suitable works on the evidences of natural and revealed religion.

"3. In regard to books on ecclesiastical history, the council agrees in a selection from the most approved works on each side.

"4. With these exceptions, and within these limitations, it is the opinion of the council that as wide a selection as possible should be made of useful and entertaining books of permanent value, adapted to popular reading, in the various departments of human knowledge—leaving each municipality to consult its own taste and exercise its own discretion in selecting books from the general catalogue.

"5. The including of any books in the general catalogue, is not to be understood as the expression of any opinion by the council, in regard to any sentiments inculcated or combated in such books, but merely as an acquiescence on the part of the council in the purchase of such books by any municipality, should it think proper to do so.

6. The general catalogue of books for public school libraries, may be modified and enlarged from year to year, as circumstances may suggest, and as suitable new works of value may appear.

In addition to the recognition of these principles, the Chief Superintendent has deemed it essential to provide for the accomplishment of the following objects:—

1. The prevention of the expenditure of any part of the library fund in the purchase and circulation of books having a tendency to subvert public morals, or vitiate the public taste.

2. The protection of local parties against imposition, by interested itinerant book venders, in regard to both the prices and character of books introduced into their libraries.

3. The placing of the remotest municipalities upon an equal footing with those adjoining the metropolis, in regard to the terms and facilities of procuring books, with the single exception of their transmission—which is now becoming safe and easy to all parts of Upper Canada.

4. The selection, procuring, and rendering equally acceptable to all the school municipalities of the land, a large variety of attractive and instructive reading books, and that upon the most economical and advantageous terms.

5. The removal of all restrictions upon local exertion, either as to the sums raised or the manner of raising them, whether in a school section, or township, or county, and the encouragement of such exertions, by proportioning, in all cases, the amount of public aid to the amount raised by local effort.—See Departmental Notices on the last page of this Journal.

PUBLIC LIBRARIES ARE THE MOST EFFECTIVE INSTRUMENTS TO CREATE A DEMAND FOR BETTER SCHOOLS.

As an evidence of the tendency of the public mind in England to the adoption of a general system of libraries, we give the following extracts from late English papers. They furnish additional reasons to Canadians for increased and unwearied activity in the promotion of public education and of public libraries in Canada, so that our noble Province may continue to occupy the present proud position which she has achieved in the Empire by her patriotic devotion to a cause on which so entirely depends her future destiny and fame.

(From the London Times.)

Within the last few days Lord Stanley has addressed a letter to Sir Willoughby Jones, of Cranmer Hall, Norfolk, in which he propounds an eminently practical and useful scheme, though not altogether new, for facilitating rational recreation and self-culture among the humbler classes in the rural districts of the country, by means of public libra-

ries established at central or salient points of the country, and radiating from them a series of small local reading room for every village. The letter has for its more immediate object the promotion of an educational project which the honourable baronet to whom it is addressed, aided by some of the nobility and gentry of Norfolk, have recently set on foot.

Adverting to a request made to him to put on paper a few suggestions in reference to Sir William Jones, his lordship says,—“I do so with great pleasure, feeling sure that you have got hold of the right end of the education question, while politicians, both in and out of parliament, are, for the most part, busying themselves with the wrong one. It is idle to expect that persons who have no access to books, and who, therefore, seldom or never read, will take pains to see that their children acquire the power of reading. Public libraries, whether wholly free or open to subscribers at a low rate, are the most effective instruments to create a demand for more and better schools. That done, the supply will soon follow. The evil which friends of knowledge have now to fight against is not poverty nor prejudice, nor the want of qualified teachers, though all these obstacles operated until lately, but sheer apathy and indifference on the part of parents. That apathy cannot, in the nature of things, be removed until literary culture is more diffused and more valued in the class immediately above them. Your undertaking is therefore directly to benefit one set of persons, and indirectly to operate, by the force of example, upon another. More than this, in regard to literary provision for the people, England is behind almost every European nation, and the rural districts of England are behind the great towns. A double obligation therefore lies on the inhabitants of Norfolk, as Englishmen and agriculturists, to regain their lost ground in the competition of intellect, both with foreign nations and with a rival class in their own country; and it behoves them, rather than any others, to take the lead in this movement; nothing is wanting to success, except that educational reforms should be pushed with the same energy which has been shown in developing the material resources of the province.

“Let us consider what agency and what amount of expenditure are requisite to establish, throughout Norfolk a system of public libraries independent of one another, but so distributed as to supply every village and parish with the means of instruction and amusement. The county contains an area of 2,116 square miles, its form compact, without straggling or outlying districts, and with easy communication to and from every part. The population [increased within 20 years by 52,000.] exceeds 442,000. No requisite for social progress seems absent. You have no great distance or natural obstacles to overcome; you have a population not too much dispersed; and you have central points from which to operate upon and influence the whole surrounding districts.

“In order to take advantage of these facilities, I should suggest the establishment of five principal or central libraries, from which smaller institutions of a similar nature might be supplied with books. To pronounce what number of volumes each such library ought to contain is difficult. I have often stated my belief that a collection of 5,000 volumes may be so chosen as to include nearly all that for popular purposes is valuable in English literature, and that estimate I see no reason to alter. The cost of books may be taken roughly at 4s. per volume,* or five to the pound, which, allowing for expenses of furniture would imply an outlay of £1,200 for each library, or £6,000 for the whole. When one considers what sums are recklessly wasted by the richer classes in this country on objects of mere selfish luxury or pleasure, it is difficult to imagine that such an amount would not be forthcoming, if only the importance of the end to be gained were once duly estimated.” The noble lord then proceeds, in some little detail, to prove that libraries of this kind once founded would be self-supporting, by

citing examples at Hatfield, in Hertfordshire; Lynn, and places in Lancashire.

“Next it may be demanded,” he continues, “by what agency the benefit of libraries such as those I describe can be extended beyond the immediate vicinity of each? I answer, by the establishment in every village, of small reading rooms, each of which may be supplied with books from the nearest central depot, paying for their use, and having also, if that be practicable, a limited stock of standard works in its own possession. Such a reading room may be easily established wherever a school exists. All that is required is that some one person should make himself responsible for the safe custody of the volumes issued. In the district immediately surrounding Lynn, many parishes and villages are thus assisted, and there is no reason why the system should not be extended over the entire county. Taking its area in square miles (in round numbers, 21,000,) it will be seen that 42 institutions, such as I describe, would give one to every 50 square miles, or, in other words, one to every square of seven miles each way. If the number were doubled, we should have one to every 25 miles, or one to every square of five miles each way. The latter number might probably be considered as sufficient for all purposes. But with these branch or affiliated institutions we need have no present concern: local effort will create them in every place when once the central establishments are formed, on which their efficiency must in a great degree depend.

“I regard therefore the work on which you are engaged not as an isolated enterprise (in that case it might be fitly left to those who are to derive immediate benefit from it,) but as falling into and forming part of a larger scheme, as does also the kindred institution already existing at Lynn.”

After noticing several other points of detail his lordship concludes by stating, “It only remains for me to express the pleasure I feel in being associated with you, however slightly, in the good and useful work which you have taken in hand. Obstacles to such an undertaking vanish on approach. Little more is needed than the will to overcome them, and the confidence which a good cause ought to inspire.”

FREE PUBLIC LIBRARIES IN LONDON, ENGLAND.

From the following extracts it will be seen that provision has been lately made in England for the establishment of Free Public Libraries, and that the municipalities are disposed to avail themselves of it.

A public meeting of the rate-payers of the City of London, convened by the Lord Mayor, in obedience to a vote of the Court of Common Council, was recently held in the Egyptian Hall, Mansion House, to decide if they would avail themselves of the benefits of the Public Libraries Act. His Lordship, on taking the Chair, said that to convene a meeting for such a purpose was doubly gratifying to him in his municipal capacity, as it so contrasted with the ordinary duties of officers like himself, a considerable portion of which were devoted to the punishment of crime. His Lordship then explained the provisions of Mr. Ewart's Act. Mr. Ewart, M. P., proposed the first resolution, to the effect that the meeting, convinced of the moral and social advantages of education, hailed with satisfaction the opportunity of establishing in the City of London a Free Library and Museum, open to all classes of the community. In Manchester and Liverpool he said the experiment had been tried with success, and in the small town of Hertford the rate-payers had unanimously resolved to establish a free library. On the continent there was scarcely a town of 3,000 inhabitants which had not its free library. In the free libraries the rich would meet with the poor, the native with the foreigner, and their intercourse would naturally break down those barriers which at present prevented them from fully appreciating each other; it would, too, lessen the rancor of religious discussions, as all would see that they were met on common ground for a common object, the good of the community. Col. Sykes seconded the proposition, and said he was astonished that the subject had not been taken up before. Mr. Deputy Peacock, on the ground that the present taxation was op-

* Note by the Journal of Education. The average cost of the books supplied by the Educational Department to the public school libraries of Upper Canada, is only 50 cents, or about 2s. sterling—half the sum estimated by Lord Stanley as the average cost per volume of books in England. How much more favoured is Canada in this respect than England.

pressive, and the consolidated rate in debt to the extent of £90,000, moved, as an amendment, that the resolution be not put for approval. Mr. Deputy Bowyer supported the amendment, as there were already 85 libraries and 27 museums for the use of the people in the metropolis. The Rev. Mr. Mackenzie, for the honor of the City, and for the benefit of the young men employed in it, supported the original motion. Mr. Tite said, there was no doubt of the motion being rejected, but he wished it to be understood that the rejection took place on account of the times, and not from any opposition to the principle of free libraries. Mr. Mechi maintained that the cost of the library would be no burden to the poor, as it would be borne almost entirely by the large wholesale houses. The Lord Mayor put the amendment to a show of hands, and declared it carried.

LIBRARIES, LECTURES, AND READING ROOMS FOR VILLAGES IN ENGLAND.

A *Conversazione*, in connexion with the Berks and Bucks Lecturers' Association was held on the 25th ult. in the Town Hall, Windsor, on which occasion the walls were covered with educational drawings, lent by the Society of Arts, the Working Man's Educational Union, and the Hants and Wilts Educational Society.

The Mayor (Mr. Clode) presided, and introduced the object of the meeting. He then introduced—

The Hon. and Rev. Samuel Best described, at considerable length, the means which had been taken by the Hants and Wilts Educational Society, a kindred institution.

Mr. Godwin said, the importance he attached to the object prevented him from declining the invitation sent him. Many persons would attend a library to read books, who could not be induced to join a class in a mechanics' institution, or regularly to attend lectures. In this respect he believed that the amended act of the last session, with the view of enabling towns to establish museums and libraries, would prove to be a great boon. To increase the facilities of obtaining good books was of the utmost importance. Books, as Wordsworth says, are—

"A substantial world, both pure and good:
Round these, with tendrils strong as flesh and blood,
Our pastime and our happiness will grow."

The opportunities which these libraries would afford children who had been brought up in our national and other schools to read, would be the means of enabling them to preserve what they had learnt, and to perfect their education. It was never intended that man should devote all his powers to the maintenance of his animal existence only. Although it was necessary that man should work to live, it was not intended he should live merely by work. The progress of events greatly tended to shorten the hours of labor, so that man might be enabled to devote his time to mental improvement and the benefit of his fellow men. After alluding to the wonderful progress which this age has made in science, to photography, which enabled the countenances of those who were so bravely fighting our battles in the Crimea to be handed down to posterity, to the still more wonderful invention of the electric telegraph, by means of which the Directors of the East India Company in London could, in an incredibly short space of time, communicate with the millions of inhabitants peopling that vast empire, the speaker proceeded to observe that "It had been argued by some that Bacon had never given expression to the sentiment "Knowledge is Power;" but whether he had used it or not, its truth to a great extent, could not be controverted. Look at the simple question of the preservation of health. What lamentable ignorance and indifference prevailed in reference to it. Science pointed out the way to remove the causes of poverty, crime, disease and death. Knowledge here was the power over life and death. The public had only lately begun to appreciate the fact that drainage and pavement in a town would save hundreds of lives annually. He would venture to say that to drain and to pave is to raise and save. It was better, that the state should expend large sums of money to educate the people in these matters than to expend them on gaoles and policemen. It was not only the interest, but the duty of the state to educate the people.

Mr. Charles Knight said forty years ago, as a young man, he had in conjunction with his revered father, attempted the establishment of a newspaper in this borough. That journal still existed, and he was glad to state that it was carried on in a highly honorable and creditable manner. He looked back to that period and compared it with the present. That comparison afforded a striking illustration of the advancement of knowledge and the progress of the community, although at that time the success attending his efforts were as great as could be expected from the then condition of society. He had not the advantage of living long in the country, but he was sorry to learn, that in many districts—indeed, there are very few exceptions—the

only place of resort which this class had, after the day's labor, was the beer shop. No doubt could be entertained on the point that that was about the worst school he could have. The object of societies similar to that they were assembled to promote was to provide him with means of recreation, amusement and instruction, in lieu of the beer shop. The great improvement which had taken place was in a great measure due to the newspaper press. He knew of no more powerful engine for the diffusion of knowledge. Some people thought that the agricultural laborer had no business to meddle with such things. Why, they were the very people called forth, by means of voluntary enlistment, to go out to fight the battles of the country, and to suppose that feelings of honor, patriotism and glory could be promoted in his mind, and kindled in his breast without reading the newspaper, was, in his opinion absurd. Let him, therefore, read the newspaper: let this be aided by lectures on interesting topics, illustrated by such diagrams as they saw in that room: let him have access to a library, and the agricultural laborer would make strides in advancement almost beyond what they could now contemplate. The fear that the people would be elevated above their own rank, and that they would be discontented with their positions, was rapidly passing away. He would say, let them do their best to develop talent among all classes. Let all have an opportunity to learn. That was not the object of the formation of societies of this character: it was not to be expected they could convert people into great poets or wise statesmen. They did not attempt to make "village Hampdens" or "glorious Miltons." True genius would develop itself wherever found, but their object was, in addition to producing "a bold peasantry, their country's pride," to have also an "intelligent peasantry," which would be the source of still greater pride.

The Rev. Mr. Bent, the Hon. and Rev. Lord W. Russell, and the Very Reverend the Dean of Windsor, also spoke briefly in furtherance of the Association; and some votes of thanks having been passed, the meeting separated.

THE ENNOBLING INFLUENCES OF GOOD BOOKS.

From an excellent lecture before the Toronto Mechanics' Institute, on the "Pleasures of Mental Culture," by the Rev. Dr. A. Lillie, we take the following truthful and appropriate observations. They illustrate, on the one hand, the pernicious influences of the prevailing light literature of the day, and, on the other hand, the purifying and ennobling influences of those immortal productions of the great poets, historians and writers, whose names have long been "household words" in our literature. Dr. Lillie remarks:—

"Another source of the pleasure secured by mental culture, is the sympathy which it yields by bringing us into contact with the better minds of our race. It is this class of minds that can alone contribute to the production of the state to which the phrase, mental culture, can with propriety be applied. He can no more be said to have his mind cultivated who has it filled with what is untrue, ungenerous, or impure, than can a field or a garden be called cultivated that is occupied by weeds, or crowded with plants which are noxious. The individual who wishes to cultivate his mind must carefully guard it against every thought, every image, every influence that would harm it. It is a fact, as melancholy as it is notorious, that this is the tendency of a large mass of the popular literature of the day, because of the mere excitement which it gives. Multitudes, especially among the young, spend their spare time in the perusal of books, on which they should tremble to look—books which no consideration should tempt them to read. In so far as excitement is healthful it can be secured by works that are not simply innocuous, but which are positively beneficial. Take the whole range of the trash which is in such favor, you will find nothing can give to a right mind any feeling approaching to that which is excited by the perusal of poets, such as Milton, Campbell, Bernard, Barton and Longfellow, with multitudes more, whose names are known to all, and whose immortal productions may be procured for a trifle: or histories such as those of Prescott, which in addition to the valuable information they give, regarding men and events of the highest importance, are so graphic that you feel as if mingling with the parties and revelling amid the scenes described, while at the same time they are marked by a purity, and a sympathy with all that is best in our nature, which might almost make an angel covet their

authorship. To say nothing of the men who in this department have been, or are destined to be, the admiration of countless ages, because of their books of travel, and works on general literature and science, with which the Press teems, pleasure is further secured by mental culture. Thus the acquisition which it brings to him whose mind is stored with facts in history, natural and civil, the more important facts and principles in science, and the thoughts which should occupy the chief thinkers of his race, makes him richer in the best sense of the term than the possessor of untold gold. Go where he pleases, he can carry that wealth with him, which he knows will pass current wherever intelligence and virtue are to be found, and will procure him the respect and companionship of the wise and good; and do more to make him happy than anything else can do, except the conscious love and favor of his God. What a pity base counterfeits should be preferred to a currency so noble and precious. We may name as an additional source of pleasure to mental culture,—the conscious increase which it yields in power, in all its better and more valuable forms. We love to feel that it is ours, and to secure it,—too often in its less worthy forms,—grudge no effort within our reach. Knowledge is power, because it enables us to accomplish what would otherwise be impossible. Of this we have ample illustration in the wonders which skilled mind is performing on every hand, and through which it is ministering in so many ways to our convenience and comfort. Take, for example, the means of locomotion supplied by the steamboat and the railway, and the rapidity with which the telegraph enables us to communicate our thoughts to those at a distance, or to have theirs conveyed to us. No magician the world has ever seen has been able to perform feats like those which are accomplished by the intelligent of our age, with an ease and a noiselessness which remind us of the quietness with which nature, or nature's God works. These are powers worthy the ambition of God's representative in this noble world, which the scriptures describe man as having the honor to be."

Papers on Practical Education.

THE USE OF ANECDOTES IN SCHOOL.

The value to the Teacher of a fund of anecdotes and illustrations upon which he can draw whenever occasion requires, can hardly be overrated. With mature minds, even with those best able to appreciate reasoning, comparisons, illustrations or illusions are often more forcible than arguments.

Every classical scholar will remember the effect produced upon those who had seceded from Rome, at a certain time during its early history, by the relation of the fable of the "Stomach and the members of the body." Numerous illustrations might easily be quoted from any of the orators of ancient or modern times. The ability to use such comparisons characterizes the writings of Franklin. "Green wood will last longer than dry," said Unthrifty: "So will *straw* for cattle, last longer than *hay*," replied the Prompter.

If then, as will be readily admitted, those the most capable of comprehending and feeling the force of arguments, are more readily influenced by illustration, etc., than by logic, it must be obvious that children and youth may be most successfully approached in the same way. The conclusion to which we wish to lead is, that if we would influence youth to adopt our views and act in accordance with them, we must be prepared to illustrate and enforce them by the proper means. We are now assuming that in order to induce any *intelligent* being possessing *free will*, to act continuously in accordance with our views, they must be convinced, to a greater or less extent, of the propriety of those views, and led to adopt them more or less heartily as their own.

Suppose, then, the teacher desires to interest a class of boys or young men in *declamation*, so that they may prepare themselves for it as thoroughly and as cheerfully, and engage in it with the same zest with which they would enter upon other duties. Every one who has tried it knows that no formal *argument* intended to show the value of the practice will be likely to awaken the interest needed. He must be able to *illustrate* its utility by examples.

The following incident occurred in the writer's own experience. Several years since, a young gentleman several years older than himself, who had already acquired a respectable academic education, placed himself under his tuition for the purpose of studying some higher branches. Having never formed the habit of declaiming in public, he was unwilling to take part in the exercise, and begged most earnestly

to be excused, alleging that, "as he did not intend to become a public speaker, it could be of little or no use to him." On account of his age, and his importunity, he was finally, though reluctantly, excused. He subsequently studied medicine, ranked high as a student, and soon after graduating was appointed Demonstrator of Anatomy in the College from which he graduated. In this position his only deficiency was his lack of the ability to *communicate* what he himself understood; and though he gave very good satisfaction to others, this defect was a constant source of embarrassment and mortification to himself. In a year or two he resigned his situation to devote himself to practice; and soon after deciding so to do, he called upon the writer, and among other things said, "Though I then thought it a great favor, your consenting to excuse me from declamation was the greatest *unkindness* you ever did me." Both he and the Faculty well knew that but for this deficiency he might have acquitted himself honorably as a Demonstrator, and with the abilities he possessed, soon have fitted himself for a Professorship, a position which would then have been far more agreeable to him than that of a common practitioner.

At a future time we may show how scholars who are diffident, and who are disheartened by the embarrassment they feel in their first efforts to declaim, may be encouraged by the examples of those who have risen to eminence as orators.—*Ohio Journal of Education*.

THE STAMMERING STUDENT—A TOUCHING INCIDENT.

Upon the gentle slope of a hill—one of those which stand like sentries along the banks of the beautiful Ohio and stretch far back into the country—stood a comfortable looking log house. A set of bars occupied the place of a gate, in front of the house, and leaning against them stood a pale faced boy. He had seen some fourteen summers, but looked as if he might count no more than ten. He was gazing listlessly along the road toward the place where he would catch the first sight of his brothers coming with the loaded wagon from the hayfield. There was no very definite expression on his face, but he looked as if the joyous mischief of boyhood was almost foreign to his nature.

Presently his mother came to the door and called out, "Henry, where's father?"

"He's gone to the b b—barn," he would have said, but the effort to articulate the word was vain, and he could only point despairingly to the open doors of the barn, which stood still further down the slope.

"Dear me!" said the mother half in pity, half in impatience, as she went back into the house, "I wish you could talk like other folks."

Henry turned again and leaned against the bars; but if there had been no expression on his face, there certainly was now. "*Like other folks!*" The words smote heavily on his heart. He had known from infancy that he was *not* like other folks. His tongue had always refused to perform its office like the clamorous voices of his brothers, and many an hour he had passed in silence because he dreaded the laughter which his attempt to talk called forth at school, and still more the impatient inattention with which they were received at home. His physical frame was slight, and he never undertook to join in the sports of his companions without being reminded by a twinge of pain in his side and limbs, or a throbbing in his head, that he was not like other folks. His schoolmates sometimes called him stupid, and he half believed he was,—he certainly was not like them. But they were mistaken. Unlike them, and far inferior in physical powers, he had a mind in that frail casket that was as far above the common standard as the tall pines around his home towered above the shrubs at their feet. This, however, was not yet to be seen, or only showed itself in the morbid sensitiveness with which he shrank from everything said to him, and buried himself in a reserve very naturally mistaken for stupidity. He had undertaken to assist in the hay field the day before, but his father had said that morning at the breakfast table, "Henry need not go into the field to-day. He worked himself sick yesterday without doing any thing at all. He was sure he did not know what the boy was ever going to be good for. If it was not for his tongue he would try and make a school master of him." Oh, how this grated on his ears, and his mother's sigh as she stooped over the kettle made his heart ache.

So he staid at home and helped his mother, and at sunset he leaned against the bars and thought of himself as an useless, dependent being, and almost wished that he might die; and for a few moments great tears blinded his eyes and rolled without restraint down his cheeks.

Five years passed away. Our poor boy had grown tall, and increased his knowledge of books much faster than his brothers. But he was still pale and sickly, shy and a stammerer, and very few realized how much of a mind he had. His father sometimes said, "Henry ought to know something by this time, he is always studying; it is a pity he cannot turn it to some account." These words, despairingly as they were uttered, gradually became the star of hope to Henry. He had no idea, it is true, how it was to be done, but still he felt sure he might make something if he could only be cured of his stammering. He did not know that he could be cured: he had never heard of such a thing; but he determined to go ahead in spite of it, and sought and obtained his father's permission to enter the academy at C. All seemed new

and strange to him as he entered the sombre looking room and looked upon the crowd of half grown boys and girls, and the pale browed man who presided over them. He took his place to read with his class for the first time, with a heart beating terribly between his dread of exposing himself and his determination to persevere. He undertook to read, but, while his flushed face and swollen veins showed the effort he was making, only one or two inarticulate, half-choking sounds escaped him. His classmates laughed, and poor Henry felt the old despairing thought coming back with ten fold force, that he should "never be like other folks." The teacher saw the difficulty and came at once to the rescue. "Let me read that for you," said he, "and then you *must take a full breath* and read it just as I do." Henry obeyed, and to his utter astonishment read through the section, sentence by sentence, as if by his teacher, without hesitating on a single word. It was something he had never done before, and it seemed as if a miracle had been wrought upon him. After school he sought the teacher to know how it had been done. He explained the matter to him, and he learned with unspeakable delight that his stammering could be cured. And many an hour after that the teacher, when the wearying labors of the day were over, in spite of the cheerful fireside at home, and sermons waiting to be prepared, (for he was pastor as well as teacher,) staid in the schoolroom and toiled patiently with his unfortunate pupil. In this he was rewarded by his gradual but sure improvement. In this manner several months passed away. Henry went quietly on with his studies. The young men laughed at his slow and somewhat awkward manner, and the girls listened when he talked, ran giggling away whenever he undertook to show them any little politeness. But Henry minded but little about this. He was not like other folks, but the germ of hope had been planted in his heart and he was willing to "bide his time." At length the two-fold duties of pastor and teacher destroyed the health of his patient instructor, and he was obliged to bid scholars and people farewell.

Another period of four or five years passed away and we find the Minister, with health partially restored, presiding over a Church in one of our busiest Western cities. He bore the heat and burden of the day, and sometimes felt almost discouraged with sowing beside all waters and seeing little or no good result from his labors. One day, however, a bright reminiscence of the past shone in upon his weariness, and gave joyful promise of light in the future. A stranger came to his study door, made himself known as his former pupil, and *thanked* him with all the fullness of heartfelt gratitude for his instructions. "You are the best earthly friend I ever had," said Henry, "You made me all that I am or ever shall be." It appeared, as he related his story, that he had gone on with the impetus given him in the old Academy, taught school for the means, finished his education, and became a preacher of the Gospel.

He was an humble, yet successful laborer in the vineyard. Not like other folks to be sure, but fully satisfied to be different, he could say, with the beloved Apostle, "Now are we the sons of God, and it doth not yet appear what we shall be; but we know that when He shall appear, we shall be like Him; for we shall see Him as He is."—*Ohio Journal of Education.*

AN IMPORTANT AND PRACTICAL OBJECT IN EDUCATION.

We take the following admirable suggestions to teachers from a recent lecture by Mr. Roney before the Ottawa Mechanics' Institute:—

"The intelligent educator of youth will consider the mere acquisition of information by his pupils as a secondary thing. The training of the intellectual faculties is best secured by the pure exercise of mind. A comprehensiveness of grasp, a clearness of perception, a power of command of language, and readiness in expression, are qualities the most valuable in men. A teacher's greatest exertions, therefore, should be directed to developing and fostering them in children. A man may possess much information and yet be wanting in the power of concisely, and comprehensively answering a question, of seizing on the cardinal points of a subject, and may lack all delicacy of taste and discernment. The end of education is to refine and elevate,—to train the whole man. No one faculty should be unduly worked and loaded, but all the mental powers must work together, one bringing another into exercise, as wheel acts upon wheel in a piece of well ordered machinery.—*Ottawa Citizen.*

BIG GOOSEBERRIES IN SCHOOL.

The following amusing and instructive anecdote we copy from the first number of "SULLIVAN'S Papers on Popular Education." The writer, after enumerating the objections to public examinations in schools as regards the children, he adds:—"Teachers, too, are tempted by these competitions to devote an undue share of their time and energies to the instruction of those children whose talents are the

most striking and the most showy; while the duller and less promising pupils, who stand most in need of assistance, and who form the greater majority in every school, are comparatively neglected. Some years ago a distinguished Prelate, whose name is identified with the establishment of National Education in Ireland, observed, in visiting a school in which he thought he saw something like this—"I hope there are no big gooseberries here." In explanation, he added, that in a certain place in England valuable premiums were annually given to the persons who produced specimens of the largest and best gooseberries; and that for several years in succession a gardener from Yorkshire carried off all the prizes. The local competitors, at length suspecting some management, sent a person secretly to Yorkshire to find out how the monster gooseberries were produced. This he succeeded in doing, and it was in this way: As soon as the fruit was formed, all the smaller and less promising gooseberries were plucked off and thrown away, and only the largest ones were allowed to come to maturity. In this way he produced specimens of the several varieties of gooseberries, with which no other gardener could compete. The application is obvious; and we trust that every teacher who reads it will resolve never to imitate the conduct of the Yorkshire gardener."

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Upper  Canada.

TORONTO: FEBRUARY, 1856.

* Parties in correspondence with the Educational Department will please quote the number and date of any previous letters to which they may have occasion to refer, as it is extremely difficult for the Department to keep trace of isolated cases, where so many letters are received (nearly 500 per month) on various subjects.

To Correspondents.—"A. W.," Cobourg. The lines are beautiful and appropriate, but anonymous communications cannot be inserted. This is a well known rule.

LORD ELGIN ON THE EFFECT OF THE NEW COLONIAL POLICY OF ENGLAND—AN EDUCATIONAL ILLUSTRATION.

From the excellent and practical speech recently delivered at Glasgow by Lord Elgin, we take the following striking passages. They illustrate most strongly the legitimate effects of the new and generous policy which England now pursues towards her Colonies (particularly Canada,) and of which Lord Elgin is the eloquent and truthful expounder in England. After vividly portraying the disastrous effects of the ill advised and pernicious system of Colonial government which formerly obtained in England, and which was founded on the absurd and popular theory that a colony was "not only a useless encumbrance, but an intolerable burden, a burden constantly increasing in amount, and certain, sooner or later, to prove an overmatch even for the colossal strength of this country," he remarked: "But, Gentlemen, if it be possible, by the adoption of a wiser policy, by freely and frankly conceding to our fellow subjects in the colonies those rights and privileges which we so dearly prize ourselves, by treating their feelings with respect, and their wishes with co-operation—if, in a word, by acting towards them on the golden rule of doing to them as we would have them to do to us had our several situations been reversed; if by adopting this simple expedient we can so attach them to the mother country as to render their growing in strength a source of strength to the empire, then I apprehend that it is no longer inconsistent either with sound wisdom or with true patriotism to endeavor to maintain the integrity of this great empire. (Applause.) This great empire, Gentlemen, the magnitude of which was never more beautifully conveyed than in the happy image of a great American orator and statesman when he spoke of the morning

drum, which, following the sun and keeping company with the hours, encompasses the globe with an unbroken strain of the martial airs of England. (Applause.) * * * * Now, Gentlemen, speaking of what I know from my own experience, I make bold to say that a most important and material change has taken place of late years in the principles on which Colonial government by the Crown has been conducted. It is a change, Gentlemen, not so much in the forms of our Colonial constitutions, because, in point of fact, many of these forms were not only sufficiently popular, but were popular in excess before, though they provided no security against what is the worst description of anarchy, namely, the existence of a perpetual antagonism between the legislative and the executive powers of the State. It is a change not so much in the form itself as in the spirit in which that form has been administered. I speak of course, more particularly of Canada, because I know more about it than any other of our colonies, and because I have been responsible to a great extent for the changes that have taken place there; but I am aware that it is the supposed success of the experiment made in Canada that has led to the adoption of this new system in other colonies. Now, I can best describe the change that has taken place in Canada in these words: that, in our relations with the colonists, with the colonial assembly, and with those public men who have the confidence of the colonial assembly, we have substituted for a policy of distrust and reserve, a policy of confidence and affection. (Applause.) Instead of treating the colonists as if in matters affecting their own interests they had not the discrimination to judge wisely, and as if in those matters in which imperial interest are concerned, they had not the disposition to act a friendly part, we have exhibited respect for their opinions in the former class of cases, and reliance on their goodwill with regard to the latter. Now, Gentlemen, the time has arrived at which, I think, we may with very great propriety, and very great advantage, inquire what the results of this system have been—whether its results have been such as to justify us in endeavoring to perpetuate it where it has been already acted upon, and introduce it into those colonies where it has not yet been introduced. Now, looking to Canada, what, I ask, in the first place, have the effects of this system been on the material prosperity of that colony? I do not wish to encumber you with a mass of statistical details, but I will refer to evidence which I think, if not more conclusive, is more compendious. I think that, among the writers of all descriptions, writers political, writers statistical, royal commissioners, governors, tourists, newspaper correspondents, &c., who have treated of the affairs of North America, it would be impossible to find one who, writing before 1850, did not aver that the contrast produced by Canada on one side, and the United States on the other, in all that constituted material progress and prosperity, was most unfavorable to the former, and most disparaging and discouraging to those who preferred monarchical to republican institutions. Now, looking to the writers who have treated of the same subject since 1850, I think there is a unanimity almost as remarkable the other way, and that it would be impossible to find one who did not admit that since that period the progress of Canada has been in all respects most satisfactory, and that it equals, if it does not surpass, that of even the most favored parts of the Union of America. No people—and I wish to render them justice on that point—have been more frank, more unreserved, more

cordial in declarations to this effect than our neighbors in the United States. I could quote any number of testimonials from American writers to justify the assertion I have now made, but I shall only quote one, which has reference to a department of progress more moral than material, though it has a very direct bearing upon both. It is unnecessary that I should say to you that there is no subject on which the people of the United States are more proud than they are in reference to their system of national education; and they certainly have very great reason to be so, because, while we hear in this country all men proclaiming vociferously their zeal for popular education, and proving their sincerity by overwhelming with objections every specific plan for educating the masses that is brought forward, there is actually in operation throughout that continent a system which is raising the intellectual standard of that people to an elevation, never before attained by any community. (Applause.) Now, here is the way in which a person from the United States, who is thoroughly conversant with this subject, and able to form an opinion on it, speaks of the state of popular education in Upper Canada. I read from a report which I accidentally met with the other day in a newspaper, of a meeting at New York of the American Association for the advancement of Education:—"A paper on the subject of Education in Canada West was read by the deputy superintendent of Upper Canada. It was explanatory and statistical, and exhibited satisfactory progress, under liberal legislation, in the cause of education in that delightful portion of the British empire. The attendance at the common schools in that Province is fully equal in proportion to the attendance at the schools of Massachusetts and New York." "A gentleman remarked," continues the report, "that he regarded the system in operation in Canada West, in so far as it differed from those among ourselves, as a decided improvement, particularly in regard to the provision made for libraries, and for the maintenance of superannuated teachers." Not satisfied, you see, in these communities with providing the means of education for the young, we have introduced the system of libraries, which is putting within the reach of the population generally an abundant supply of useful and interesting books. "The President," adds the report, "made some remarks on the difficulty in the United States of procuring proper libraries for schools, keeping out bad books, and procuring good ones at reasonable rates, and he strongly recommended the system adopted by the Educational Department at Toronto, Canada West." Now I must say that it is exceedingly gratifying to me to find from that quarter such a tribute borne to the success of that system of education. (Applause.) And I may say I don't think it undesirable that the population of this part of Scotland should know that it is a fact, that there is a country not two weeks steaming distance from Glasgow—a country possessing a fertile soil and a genial climate—a country inhabited by a population, many parts of it very much resembling the population that you will find in any Scottish country—a population sharing our views and sentiments upon all questions moral, social, political, and, above all, religious—where the means of obtaining elementary education free of cost, and upon conditions that can do violence to no rights of conscience, are placed within the reach of every child in the community—(Applause)—and where every child who manifests superior intelligence or industry may ascend from the elementary school to the higher school, in which a superior education is given upon the same terms; and from the superior school to the University. (Cheers.)

BASIS OF DISTRIBUTING THE SCHOOL FUND.

A local superintendent writes to say that considerable diversity of opinion exists in his neighborhood as to the mode of distributing the School Fund among the different school sections. Some contend that it should be distributed according to the *length of time* during which each school had been kept open, without reference to the number of pupils in attendance, or the number of assistants required in the school; while others are in favor of distributing it according to the average attendance of pupils alone. The reply sent was as follows:—

“This Department cannot concur to the distribution of the School Fund according to “time.” The fair and equitable way of distributing the fund, so that each section may be aided according to its works, is to take the average attendance of pupils as the basis of distribution. Small and feeble sections, of course suffer; but the County Council is authorised to raise an additional sum by assessment to aid these very sections. To adopt “time” alone as the basis of distributing the School fund, is to appropriate what has been fairly earned by other more populous sections to the smaller and more feeble ones. If there be any inequality in the division of the township into school sections, the Township Council has full power to alter the boundaries of all the sections by simply giving further notice of its intention to do so.

“The Chief Superintendent intimated more than six months ago (see back of half-yearly returns), that average attendance would be the basis of distribution; and no doubt, on the faith of this announcement, the Trustees and Teachers of many school sections have exerted themselves to secure as large an attendance as possible, knowing that the higher their average attendance, the more they would be rewarded for their exertions by aid from the public funds. To adopt a different principle of distribution at the last moment would be as unjust as it would impolitic; besides defeating the very object which the Department has had in view, of encouraging a large attendance, and leading to the extension of the boundaries of school sections, which are now generally too contracted to admit of a good school being maintained in them for the required period.

“In regard to the Teacher’s certificate, I have to state that the parties to whom you refer can successfully resist the payment of the Teacher’s salary for the time during which he was without a legal certificate of qualification. If paid at all, the Trustees must pay the salary out of their own private resources.”

POWERS OF SPECIAL MEETINGS AND TRUSTEES—FREE SCHOOLS.

A school officer writing to the Educational Department for information in regard to the powers of Special Meetings, and of Trustees in admitting non-resident children to the school; and also on the subject of the Rate Bill *vs.* the Free School System, received the following reply:—

“Any subsequent special meeting can rescind the resolutions of the annual meeting, and pass such other lawful resolutions as it thinks proper.

“Trustees have no authority to admit non-resident children to their school (unless their parents or guardians own property in the section); but if they do admit them, they (and not the

rate-payers) determine the amount of fees to be charged, more particularly as they are entitled to no aid from the school fund for the attendance of such non-resident children. The Trustees must return the average attendance of these children to the Trustees of the section in which they (the non-residents) reside, in order that the Trustees of that section may include such average attendance in their half-yearly reports to the local superintendent.

“I agree with those who have contended that (strictly speaking) the meeting had nothing whatever to do with fixing the amount of the ordinary rate-bill; but, in justice to the rate-payers, I think that that right ought to be conceded to them, otherwise the Trustees could by fixing the rate-bill at one penny per month, practically defeat the intentions of the meeting, in deciding upon adopting the rate-bill system. Since no meeting, or corporation of Trustees, can fix a rate bill higher than one shilling and three pence per month, the interest of the supporters of the school are, on the one hand, protected, while on the other, the larger holders of property are not compelled to pay for the entire support of the school; but, both parties are equally required to pay a just proportion of the cost of supporting the school as an important municipal institution. The fixing of a maximum rate-bill was designed as a compromise of the question of Free Schools *vs.* Rate-Bills; and I think the spirit of the compromise should be observed by the friends of Free Schools.

“In regard to the assertion that Free Schools are declining, I may remark that out of the 3,244 Common Schools in Upper Canada, in 1854, 1,177 were reported as absolutely free, and 1,169 as partly free (*i.e.* with a very small rate-bill); or a total of 2,846; while, in 1853, there were only 1052 wholly free, and 643 partly free, total 1,700; an increase of 1,294 in favor of 1854. The returns of 1855 have not yet reached this office.”

FREE SCHOOLS—OBJECTIONS ANSWERED.

The Norfolk *Messenger* in an article on the recent contest in the Town of Simcoe, after replying to several objections to Free Schools, observes: “The objection that persons without children ‘ought not to be taxed with the support of schools from which they derive no benefit,’ is so ably and fully refuted by the Rev. Dr. Ryerson in his Annual School Report for 1849, pages 50 and 51, that we shall quote him in preference to any comments of our own. The beautiful language, as well as the patriotism of the sentiments, is worthy the pen and heart of that eminent educationist. He says:

“If this objection be well founded, it puts an end to School tax of every kind, and abolishes School and College endowments of every description; it annihilates all systems of public instruction, and leaves education and Schools to individual caprice and inclination. This doctrine was tried in the Belgian Netherlands after the revolt of Belgium from Holland in 1830; and in the course of five years, educational desolation spread throughout the kingdom, and the Legislature had to interfere to prevent the population from sinking into semi-barbarism. But the principle of public tax for Schools has been avowed in every School Assessment which has ever been imposed by our Legislature, or by any District Council; the same principle is acted upon in the endowment of a Provincial University—for such endowment is as much public property as any part of the public annual revenue of the country. The principle has been avowed and acted upon by every Republican State of America, as well as by the Province of Canada and the countries of Europe. The only question is, as to the extent to which the principle should be applied—whether to raise a part or the whole of what is required to support the Public School. On this point it may be remarked, that if the principle be applied at all, it should be applied in that way and to that extent which will best promote the object contemplated—namely, the sound education of the people; and experience, as well as the nature of the case, shows that the free system of supporting Schools is the most, and indeed the only, effectual means of promoting the universal education of the people.

"I remark further on this second objection, that if it be sound, then must the institutions of Government itself be abandoned. If a man can say I am not to be taxed for the support of what I do not patronize, or from which I receive no individual benefit, then will many a man be exempted from contributing to support the administration of Justice, for he does not patronize either the Civil or Criminal Courts; nor should he pay a tax for the erection and support of jails, for he seeks no benefit from them. Should it be said, that jails are necessary for the common safety and welfare, I answer, are they more so than Common Schools? Is a jail for the confinement and punishment of criminals more important to a community than a School for education in knowledge and virtue? In all good Governments the interests of the majority are the rule of procedure; and in all free Governments the voice of the majority determines what shall be done by the whole population for the common interests, without reference to isolated individual cases of advantage or disadvantage, of inclination or disinclination. Does not the Common School involve the common interests; and the Free School system supposes a tax upon all by the majority for the education of all.

"I observe again on this second objection, that what it assumes as fact is not true. It assumes that none are benefitted by the Common Schools but those who patronize them. This is the lowest, narrowest and most selfish view of the subject, and indicates a mind the most contracted and grovelling. This view applied to a Provincial University, implies that no persons are benefitted by it except Graduates; applied to criminal jurisprudence and its requisite officers and prisons, it supposes that none are benefitted by them except those whose persons are rescued from the assaults of violence, or whose property is restored from the hands of theft; applied to canals, harbors, roads, &c., this view assumes that no persons derive any benefit from them except those who personally navigate or travel over them. The fact is, that whatever tends to diminish crime and lessen the expenses of a criminal jurisprudence, enhances the value of a whole estate of a country or district; and is not this the tendency of good Common School education? And who has not witnessed the expenditure of more money on the detection, imprisonment and punishment of a single uneducated criminal, than would be necessary to educate in the Common School half a dozen children? Is it not better to spend money upon the children than upon the culprit—to prevent crime rather than punish it? Again, whatever adds to the security of property of all kinds increases its value; and does not the proper education of the people do so? Whatever also tends to develop the physical resources of a country, must add to the value of property; and is not this the tendency of the education of the people? Is not education in fact the power of the people to make all the resources of their country tributary to their interests and comforts? And is not this the most obvious and prominent distinguishing feature between an educated and an uneducated people—the power of the former, and the powerlessness of the latter, to develop the resources of nature and providence and make them subservient to human interests and enjoyments? Can this be done without increasing the value of property? I verily believe that in the sound and universal education of the people, the balance of gain financially is on the side of the wealthier classes. If the poorer classes gain in intellectual power, and in the resources of individual and social happiness, the richer classes gain proportionally, I think more than proportionally, in the enhanced value of their property. As an illustration, take any two neighborhoods equal in advantages of situation and natural fertility of soil—the one inhabited by an ignorant, and therefore unenterprising, grovelling, if not disorderly, population; the other peopled with a well educated and therefore enterprising, intelligent and industrious class of inhabitants. The difference in the value of all real estates in the two neighborhoods is ten if not an hundred fold greater than the amount of School tax that has ever been imposed upon it. And yet it is the School that makes the difference in the two neighborhoods; and the larger the field of experiment the more marked will be the difference. Hence, in Free School countries, where the experiment has been so tested as to become a system, there are no warmer advocates of it than the men of the largest property and the greatest intelligence—the profoundest scholars and the ablest statesmen."

THE CONTINUOUS REACTING INFLUENCE OF BOOKS.

The influence of books, or of truths, is perpetual, boundless and incalculable. Baxter wrote, and his pungent truths fell upon the mind of Doddridge, and awakened it to the service of God and mankind. Under this impulse Doddridge wrote his work, and it converted the soul and kindled the heart of Wilberforce. Wilberforce again wrote his *Vicar*; and that was the means of Leigh Richmond's conversion. His *Dairyman's Daughter* has been the means of converting hundreds. In giving a book we may be lighting a train that may kindle other fires, which shall spread their influence until their blended light shall mingle with the splendors of the millennial morn.

Miscellaneous.

A STORY OF SCHOOL.

BY A. M. HART.

The red light shone through the open door,
From the round, declining sun;
And fantastic shadows, all about,
On the dusty floor were thrown,
As the factory clock tolled the hour of four,
And the school was almost done.

The mingled hum of the busy town
Rose faint from her lower plain;
And we saw the steeple over the trees,
With its motionless, golden vane;
And heard the cattle's musical low,
And the rustle of standing grain.

In the open casement a lingering bee
Murmured a drowsy tune,
And, from the upland meadows, a song,
In the lulls of the afternoon
Had come, on the air that wandered by,
Laden with scents of June.

Our tasks were finished and lessons said,
And we sat, all hushed and still,
Listening to catch the purl of the brook,
And the whirl of the distant mill;
And waiting the word of dismissal, that yet
Waited the master's will.

The master was old and his form was bent,
And scattered and white his hair;
But his heart was young, and there ever dwelt
A calm and kindly air,
Like the halo over a pictured saint,
On his face marked deep with care.

His eyes were closed, and his wrinkled hands
Were folded over his vest,
As wearily back in his old arm chair
He reclined as if to rest;
And the golden streaming sunlight fell
On his brow and down his breast.

We waited in reverent silence long,
And silence the master kept,
Though still the accustomed saintly smile
Over his features crept;
And we thought, worn with the lengthen'd toil
Of the Summer's day he slept.

So we quickly rose and left our seats,
And outward, into the sun,
From the gathering shade of the dusty room,
Stole silently one by one—
For we knew, by the distant striking clock,
It was time the school was done—

And left the master sleeping alone,
Alone in his high backed chair,
With his eyelids closed, and his withered palms
Folded as if in prayer,
And the mingled light and smile on his face,
And we knew not Death was there.

Nor knew that, just as the clock struck five,
His kindly soul away
A shadowy messenger silently bore
From its trembling house of clay,
To be a child with the Saints of Heaven,
And to dwell with Christ away!

SUCH IS LIFE.—Tennyson thus sums up the round of life:

Two children in two neighbor villages
Playing mad pranks along the healthy leas;
Two strangers meeting at a festival;
Two lovers whispering by an orchard wall;
Two lives bound fast in one with golden ease;
Two graves grass-green beside a gray church tower,
Wash'd with still rains and daisy-blossomed;
Two children in one hamlet born and bred;
So runs the round of life from hour to hour.

A BEAUTIFUL ILLUSTRATION OF LIFE.

BY BISHOP HEBER.

Shortly before the departure of the lamented Heber for India, he preached a sermon, which contained this beautiful illustration:—

"Life bears us on like a mighty river. Our boat at first glides down the narrow channel—through the playful murmuring of the little brook and the winding of its grassy borders. The trees shed their blossoms over our young heads, the flowers on the brink seem to offer themselves to our young hands; we are happy in hope, and we grasp eagerly at the beauties around us—but the stream hurries on, and still our hands are empty. Our course in youth and manhood is along a wilder and deeper flood, amid objects more striking and magnificent. We are animated at the moving pictures of enjoyment and industry passing us; we are excited at some short lived disappointment. The stream bears us on, and our joys and griefs are alike left behind us. We may be shipwrecked, we cannot be delayed; whether rough or smooth, the river hastens to its home, till the roar of the ocean is in our ears, and the tossing of the waves is beneath our feet, and the land lessens from our eyes, and the floods are lifted up around us, and we take our leave of earth and its inhabitants, until of our further voyage there is no witness save the infinite and eternal!"

OBITUARY OF 1855.

Within the last twelve months what a gap has been made in the memorable roll! The sagacious and indefatigable Truro—the earnest and philosophic Molesworth—the enterprising Parry—the warm-hearted and upright Inglis—the scientific De la Beche—the learned Gainsford—the reforming Hume—the harmonious Bishop—the financial Herries—the diplomatic Adair—the poetical Strangford, also a diplomatist, with Ellis and Ponsonby, his fellow-laborers, in the last-named category—the gifted Lockhart—Miss Ferrier and Adam Ferguson, connected, too, with Sir Walter Scott—Lord Robertson, the convivial Judge—Lord Rutherford, his acute compeer—Miss Mitford and strong-hearted Currer Bell—Colburn, the godfather to half the novels of the last half century—Sibthorp, the eccentric—the travelled Buckingham—Park, the sculptor—Gurney, the shorthand writer—O. Smith the preternatural—the centenarian Rogers—Black, of the *Morning Chronicle*—the life-preserving Captain Manby—Archdeacon Hare—Jessie Lewars, the friend of Burns—the injured Baron de Bode—and a long file of titled names distinguished in all the pursuits of life. The war came in for the lion's share, in sweeping among those already illustrious, or had fate permitted, those who would have been so; the gentle hearted, courteous Raglan, the mirror of modern chivalry—the intrepid Torrens—the amiable Estcourt—the untiring Markham—the brave Adams—the gallant Campbell—the honest Boxer, and the unfortunate Christie, are amongst the most prominent of the heroes whom the bullet or the Crimean fever have forcibly taken from us. Death, too, has been busy with great people in the rank of our Allies, on the field, on the wave, in the Cabinet, in the private home:—Harispe, Bruat, Mackau, Della Marmora, who fought so well, the painter Isabej, the statesman Mole, the poet Midziewitz, the widow of Lavalette, the wife of Emile de Girardin, the brother of Victor Hugo; Count Bruhl, the antagonist of Philidor, the King of Chess; Koshcrew Pachó, the true type of the old Osmanli; the chivalrous Duke of Genoa; and Adelaide of Sardinia, the early lost wife of our noble Piedmontese Ally.—*Bentley's Miscellany for January.*

PERSEVERINGLY IMPROVE YOURSELF.

In addition to quickening his own interest in his occupation, a teacher must study, that he may have a treasure in reserve, from which he can bring forth things new and old. If he has no such treasure, can he answer without evasion or delay the questions of an inquisitive class? Needs he not know much, not in class-books, that he may be able to supply their deficiencies, or heighten their adaptation to special cases and individual minds? If, as soon as some roguish urchin artfully throws him off the track, his train sticks fast as in the sand, will not all children, who know their right hand from their left, feel that his is a mechanical and not a resourceful mind? Children are not such fools as we think them. They can judge of what they cannot execute, as they can tell whether a shoe pinches, and where it pinches, though they cannot make a shoe. They judge what fills the vase by the drops which run over, they understand, though perhaps they have never heard them. "Wanting in the least, wanting in much," *Falsum in uno, Falsum in omnibus.*

Yet what if a teacher's errors elude being detected by his school? such a result cannot be so well for him as ill for them. His fault escapes exposure, because it is mistaken for an excellence, and will surely be copied, more than all his excellences, as being easier to copy. Thus, like an ill-going town-clock, he may mislead a whole village.

On the other hand, a teacher of genuine culture, *totus teres atque rotundus, factus and unguem*, will by no means be in his school, as a

flower blushing unseen in the desert, or a gem in an unfathomed ocean-cave. His industry, enthusiasm, and still-baffled but still-renewed endeavor, will waken responsive echoes in his pupils, though his circle be broader than theirs. Contagious virtue will go out of him.

Then he will be ever before them, as a cluster of Eshcol, ripe, purple, gushing, alluring them towards the land of learning, whence it came. Here was the secret of Arnold's success. He made scholars because he was a scholar. His tones, gestures, words, pronunciation, casual sayings, and classic taste, insensibly permeated and leavened the whole lump. The truth is, that whatever is set on a high place flows downward: as Piny's doves in the Roman Capitol have been the pattern for numberless modern mosaics; as the East Room at Washington affords a model for parlors from Maine to Oregon; and as Shakspeare's diction enriches the speech of legions who never read one line of his writings. This reaction of a teacher's scholarship upon his scholars must indeed be, to a great extent, indirect, and through eyes which catch in an instant what the ear cannot learn in an hour. But without forgetting that the minds of children are vials with narrow necks, the master, who is thoroughly imbued with knowledge, will soon discover that they are able to receive more than he, if less assiduous a student, would have been able to impart; while those he teaches, will feel that he is a tree, whose branches would not bend so lowly within their reach, if less heavily laden with fruit.

SOCIETY OF WOMEN.

There is no society in the world more profitable, because none more refining and promotive of virtue, than that of refined and sensible women. The beauty of women is made to win, her gentle voice to invite, the desire of her favor to persuade, men's sterner souls from strife to peace. We honor the chivalrous deference paid to women. It evinces not only respect to virtue, and desire after pure affection, but that our women are worthy of such respect. But women were not made merely to win men to their society. To be companions, they should be fitted to be friends; to rule hearts, they should secure the approbation of minds. And a man dishonors them, as well as disgraces himself, when he seeks their circle for idle pastime, and not for the improvement of his mind and the elevation of his heart.

IMPORTANCE OF ATTENTION.

Every experienced Teacher is aware of the great importance to scholars of a habit of attention: he knows that without a respectable measure of the power of continuous attention scholars can derive but little profit from study, or from oral instruction. Now this power is not a gift bestowed in perfection upon some, and utterly withheld from others; but, like every other attainment, it is acquired by effort, and improved by practice. From a misapprehension of the nature of this power, or the want of a due sense of its importance, many Teachers use no direct means to secure its exercise to all their scholars. True, most are aware that exercises in mental arithmetic have an excellent influence in its development, and are accustomed to conduct them with some reference to its culture; but for the benefit of those not engaged in this study no special means are employed. Now if the above view of its importance be correct, some means should be adopted to aid every scholar in the formation of the habit; and every exercise in school should be conducted with some reference to it.

But there are certain physical prerequisites for the ability to exercise this power which must not be overlooked. Among them may be named the following:

1. The school room must be filled with pure air, at a proper temperature. If the air is impure or unwholesome, if it is too warm or too cold for comfort, scholars can not exercise their minds vigorously, or control their attention.

2. Scholars must be allowed, or required, to sit, or stand in natural, unconstrained positions; if, during a recitation, or exercise, they become wearied with one position, let them assume another.

3. Children, as well as adults, must learn to control their appetites, and to obey the laws of health. While it is true that a scholar can not study successfully when suffering from hunger, or thirst, or when a pressing call of nature requires his absence from the school room, it is equally true that one who has been deprived of needful sleep, or who has indulged in eating too much, or at an improper time, (as between meals, simply because food or fruit was at hand,) can not be expected to give proper attention to study or instruction.

It would seem that no Teacher should need to be told that children can not study, or listen, attentively, when a tempting apple or peach lies on their desks, constantly reminding them of its delicious taste, or a piece of candy nestles in their pockets adhering to their fingers every time they visit that locality for knife, or pencil, or a bit of wax or gum in their mouths needs almost constant care. And yet in how many schools are these things allowed! How many words are missed in the spelling-class, how many definitions are left in the book, and how many questions in the other studies fail to be answered correctly, be-

cause scholars have been constantly subject to the influence of such temptations! And can Teachers be guiltless who allow their scholars to practice things which, a few moments' reflection must shew any sane person, are almost insuperable obstacles to the accomplishment of the highest and most important objects to be attained in school?

In addition to these physical requisites, three others, having more direct reference to the mind, without which attention will not usually be secured.

1. The eye must be fixed on the Teacher, or children will not be likely to attend to what he says.

2. The ear must be attent, ready to receive, not only the words, but to mark the tones with which those words are uttered.

3. Other trains of thought and association must be banished from the mind, or suspended for the time, and all its energies must as far as possible be concentrated on the subject under consideration. This can only be done by a voluntary effort, by a strong exertion of the will. The great motive to put forth this effort is *the desire to learn*.

In a subsequent article we propose to present some of the methods which may be adopted for developing the power and forming the habit of attention.—*Ohio Journal of Education*.

The new catalogue of Ticknor & Fields' publications has the following apt quotations, by way of motto:—

"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.

A right education is not merely the reading of many books, but the ability of making knowledge useful to ourselves and others. It is not simply to acquire influence over our fellow creatures, but to make that influence subservient to moral excellence and piety.

Educational Intelligence.

CANADA.

MONTHLY SUMMARY.

The *Montreal Gazette* says:—"Burnside Hall, occupied for some time past by the High School Department and the Classes in Arts of the University of McGill College, was totally destroyed by fire on Saturday afternoon. We regret to add, that nearly all the furniture, that portion of the Philosophical apparatus in immediate use for the lectures, and nearly half of Principal Dawson's admirable collection of objects of Natural History, were also destroyed. The whole, or nearly all the library was saved. The building cost £3,000 the furniture about £350, that part of the apparatus lost, about £90, and Professor Dawson's collection could hardly be estimated in money value."...*Le Canadien* states, that an Agricultural and Industrial College has just been opened at the village of St. Germain, county of Rimouski... At a recent meeting of the Masters and Pupils of the Toronto Grammar School, an address and a gold chain were presented to Mr. James Brown, late mathematical master of said School, recently appointed to the mathematical mastership of Upper Canada College....Mr. Allen, the governor of Toronto Gaol, in his report to the County Council, gives the following educational statistics of the prisoners:

	MALES.	FEMALES.
Could neither read nor write.....	325	243
Could read only	144	108
Could read and write imperfectly.....	476	84
Could read and write well.....	30	0
Could read and write in a superior manner	6	0
	981	435

The classification, as to trades, is also carefully presented by Mr. Allen, and presents some curious results, shewing that while there are offenders in connexion with intellectual mechanical pursuits, the great bulk of the offenders comes from that class who are expected, from the position they occupy, to have had least advantage of meliorating effects of education; while, for example, there is one actor, one musician, one physician, one lawyer, one plumber, one bookbinder, one umbrella-maker, one weaver, among the offenders....The *Brompton Times*, in referring to the recent satisfactory examination of the Peel County Grammar School, remarks: "The policy of supporting Grammar Schools is one of the best features of our excellent educational system; and we do anticipate that, in the higher branches of education, to which Grammar Schools are excellent aids, Canada will soon be the first on this Continent, and far a-head of the grey-haired states of Europe....The *Guelph Herald* thus refers to the con-

templated Central School in that town: "We congratulate our townsmen on the action taken by the County Council, in reference to the County Grammar School. It is not too much to say that the rate-payers of Guelph are wholly indebted to the zealous and persevering efforts of their representatives in the County Council, for a concession that will not only save them a large amount of taxation, but will also render our Central Schools more efficient as an educational establishment. We trust that Guelph having initiated a new era in her municipal rank, will simultaneously operate a corresponding advance in her scholastic facilities, and will soon be in possession of a central school second to that of no neighboring municipality and worthy the capital of this populous and prosperous county....Mount Brydges, says the *London Free Press*, has the honor of possessing one of the oldest "native born" schoolmasters in Western Canada. A Mr. S. P. Stiles is now residing in their village in the enjoyment of a pension of \$240, per annum, from the U. C. Educational Department; and he is upwards of 72 years of age. He taught school during the past forty-seven years, in the townships of Mosa, Ekfrid, and Carradoc. The last named township now possesses inhabitants upwards of 50 years of age, who received instruction at his hands. Mr. Stiles is a venerable old man, and occupies his time in a manner becoming his age. There are few school teachers in Canada who can boast of having worked so long and so devotedly in the educational service of their country. At the close of a recent School examination in Brockville, the pupils presented their teacher, Mr. John MacKerras, with a beautifully bound copy of the Holy Scriptures.

BRITISH AND FOREIGN.

MONTHLY SUMMARY.

For some time a movement has been afoot in Aberdeen, having for its object the reform of the University by the junction of the two colleges. There are two parties. One will not support any scheme of uniting King's and Marischal Colleges, "not based on a junction of all the Faculties, including the Faculty of Arts;" the other is prepared to favor any scheme of union which would bring the two colleges under one jurisdiction preserving to each its present rights, but recognising the element of public control on the part of the Graduates in the management of the affairs of the University....The Mastership of Clare Hall has become vacant by the death of the Rev. Wm. Webb, D.D., who held it for the lengthened period of forty years, (having been elected in 1815), and at the time of his decease was the senior master in the University....The Rev. Frederick Maurice, Principal of the Working Men's College, Red Lion Square, London, has issued the first yearly report on the state and progress of the College. The return of the number of pupils during the terms of the first year shows a satisfactory advance on each; rising gradually from 115 in the first term to 233 in the last. The College is far from self-supporting; though, by the help of friends, it is entirely out of debt. A similar institution has been set on foot at Cambridge, and it is expected that a third will be opened at Oxford next term....The triennial visitation of the Galway Queen's College was held on the 22d ult., by the Lord Chancellor and other visitors. The President stated that since the opening of the College in 1849 the number of students who had entered was 258, and that at present the number in attendance was 80, of whom 77 were matriculated.

DULWICH COLLEGE.

The Charitable Trusts Commissioners have issued a new scheme for the administration of Alleyne's Charity, known as Dulwich College. The first object of the scheme is to preserve the rights of the present members intact: the Master is to receive his £1,015 a year, the Warden £855, the two First Fellows £550, the two second £466, the twelve poor Brethren and Sisters £150 each; but the property is annually increasing, and it is proposed to apply it, as far as possible, to the following purposes. Instead of twelve poor persons receiving each about £150 a year, there shall be double that number, with homes provided for them, and receiving a weekly allowance not exceeding 20s., besides sixteen out-pensioners with a weekly allowance not exceeding 10s.; but while thus preserving the eleemosynary character of the "God's Gift," as the Founder intended that his character should be called, it is intended in an especial manner to develop the educational department, so as to render it worthy of the name of College, by which it is more generally known. For this purpose, two schools are to be established—an upper, or classical, and a lower, or English one—each provided with head masters and under masters, valuable exhibitions, and other prizes. Beyond their salaries, the masters are to receive certain fees in proportion to the number of scholars, and there are to be day scholars, boarders and

partial boarders. A goodly number of the boarders are to be "on the foundation," but provision is to be made for the reception of many more at the bare cost of their living and books. The upper school is to be endowed with several exhibitions of £100, tenable for four years; the lower with twelve exhibitions, not exceeding £30; and it will be in the power of the Governors to allot prizes and gratuities of not more than £40 to other successful foundation scholars.

UNITED STATES.

MONTHLY SUMMARY.

At the close of the 23d term of the N. Y. State Normal School, Albany, recently the *Journal* says: "Diplomas were conferred upon thirty-one ladies and ten gentlemen, whose names were published in last evening's paper. The whole number of graduates of the school is 899. Dr. Woolworth conferred the diplomas and addressed the graduates in a very impressive manner. The esteem and affectionate regard his pupils always feel toward him will give his suggestion a place in their memories. Few teachers have taught for a third of a century; still less is the number who have taught so successfully. The address which Dr. Woolworth delivered to the audience was a very masterly review of our common school policy. He made clear to every mind the objects and means of that wonderful system, that does so much honor to our State. The reports of the first school officers and the messages of the first Governors indicated the want of properly qualified teachers. The result of the recommendations then made is seen in the Normal School and in the Normal Departments in the Academies of the State. He expressed his conviction that Normal Schools were an essential part of the school system of this commonwealth. Professor D. H. Cochran, the new principal, made an eloquent inaugural address. The committee have doubtless exercised much wisdom in the choice they have made, and thus the influence of Normal School will remain intact. It is generally understood, we believe, that Charles Davies, LL. D., has been invited to the chair of mathematics. His large experience at West Point, his profound scholarship, and his clear educational views, will add to the usefulness of the institution. . . . At a meeting of the Regents of the University for the State of N. Y., held on the 10th ult., the distribution of \$40,000 of the income of the literature fund for the last year was made among the several academies entitled to participate therein.

COMMON SCHOOLS IN THE STATE OF NEW JERSEY.

The Report of the State Superintendent of Schools, presented to the Legislature gives the following statistics:—

Number of children between 5 and 18 years old	173,014
Number that have attended school the whole year	29,110
Over 2 months and less than 12	27,655
" 6 " " " 9	27,207
" 3 " " " 6	29,307
Number over 18 that have attended	1,646

Whole number who have attended school 144,928

Amount of money raised and appropriated to school purposes:—

Raised by tax for the support of schools	\$258,158 30
Raised by tax for the building, repairing, and furnishing of school-houses	90,439 67
	<hr/>
	348,597 97
State appropriation	80,000 00
From other sources, being chiefly the interest on the surplus revenue appropriated by the townships to school purposes	46,570 67

Total

Being an increase over the preceding year of \$86,596 78; a greater increase than has been exhibited in any former year.—*Newark Advertiser*.

COMMON SCHOOLS IN THE STATE OF NEW YORK.

Governor Clark, in his late annual message to the New York State Legislature, thus refers to the schools of the State:

The amount of school monies apportioned by the Superintendent of Public Instruction for the current year is \$1,110,000; of which \$800,000 are derived from a general tax, \$165,000 from the income of the United States Deposit Fund, and \$145,000 from the income of the Common School Fund.

The amount reported as having been expended for the payment of Teachers' wages for the year 1854, was \$2,301,411 25; for libraries, \$55,216 31; for school-house sites, school-houses, and fuel, \$863,990 53—total,

\$3,220,618 08. The amounts of money raised by tax in those districts where free schools are maintained, and the amounts raised by rate-bill are not separately stated; but it is certain that the former considerably preponderates.

The number of school districts reported is 11,748. The number of children of suitable age to draw public money is 1,233,987. There have been 900,532 in attendance upon the District Schools—in Academies under the supervision of the Regents of the University, 38,734—in colored schools, 5,243—and 53,764 in unincorporated private schools; in all 998,273—leaving 225,854 not in attendance at any place of instruction, if we except the students in the several Colleges.

The non-attendance may, therefore be set down at one-fifth. It is likely, however, that if the age of six was substituted for four years, as the minimum period, this proportion would be greatly reduced.

The number of volumes in the District Libraries is reported at 1 105,370.

The number of school-houses is 11,028; of which 9,536 are framed buildings, 715 of brick, 576 of stone, and 381 of logs.—*N. Y. Com. Adv.*

Literary and Scientific Intelligence.

MONTHLY SUMMARY.

The Directors of the Hamilton Mercantile Association have announced their intention of giving Prizes for Essays on the following subjects—the gentlemen named being the donors of the Prizes. By W. P. McLaren, Esq., a Gold Medal—*Subject*: "Address to British Agricultural Laborers, on the advantages of emigrating to Canada. This prize to be open to competition by all Canada, and the address to be restricted in length to 6 or 7 printed octavo pages, with the view of being gratuitously circulated in Britain. By T. C. Kerr, Esq., \$40.—"The Public Press, its influence on society, and the duties and responsibilities of those engaged in its conduct." Open to all Canada. The Essays must be sent to the Secretary on or before the 1st of April next, and must have a motto, which motto must also be written on the outside of a sealed letter accompanying the Essays, and containing name and address of the author. When the adjudication takes place, those letters bearing the motto to which the prizes are awarded, will be opened, the others will be returned unopened, to the respective competitors, when applied for. The judges will have power to withhold a prize should there be no competition, or should they consider the essays not of sufficient merit. It is recommended that the Essays should not exceed in length what may be contained in an octavo pamphlet of 14 or 16 pages. . . . The *Montreal Gazette* learns, from a reliable source, that W. E. Logan, Esq., Provincial Geologist, is about to receive the honor of knighthood from the Queen—no Canadian Knight ever more richly deserved the honor. As a scientific man Mr. Logan ranks amongst the highest in the world, and as a friend of Canada, his native country, no man living has achieved so much for the development of its resources or for its foreign reputation. The Canadian Institute, Toronto, intend also to do honor to Mr. Logan. At a recent meeting of the institution—"The President, from the select committee appointed to consider the nature of a testimonial to Mr. Logan, reported, that the committee recommended that a portrait of Mr. Logan, should be painted in a similar manner to that of Captain Lefroy, and presented to him; that a general meeting of the members of the Institute should be held on the arrival of Mr. Logan, or at least as soon as the portrait was prepared, and at that meeting some interesting papers should be read, and by the invitation of members of parliament, and others, as much eclat as possible given to the proceedings. . . . The Emperor Napoleon III. has presented to the Canadian Institute, Montreal, the following beautiful specimens of art:

1. The Venus of Milo—from the Antique.
2. The Apollo Belvidere, do.
3. The Group of the Laocoon, do.
4. The Grand Candelabra of the Council Chamber, in the palace of the Louvre—also a cast from the Antique.
5. La Nympe de Fontainebleau—a charming bas-relief.

They are all prominent objects in the Imperial *Musée* of the Louvre. . . . A letter from Gottingen reports the death of Professor Karl Friedrich Hermann, in the 52nd year of his age. He was one of the best philologists in Germany, and drew many students to Gottingen. This university has within 12 months lost six professors, among whom are Lucke, Gauss, and Fuchs. . . . Dr. Thaddeus W. Harris, the venerable librarian of Harvard University, died at Cambridge, on Wednesday. Dr. Harris was much devoted

to scientific pursuits, and was an authority in Entomology. In the history and selection of libraries, very few persons equalled him. His death leaves a vacancy in the College that it will be difficult to fill. . . . Some time since her Majesty was pleased to grant a pension of £25 a year to Mr. Joseph Haydn, author of the well-known "Dictionary of Dates." On Easter Tuesday last, Mr. Haydn, employed at the time by the Admiralty, in bringing up the records of the Secretary of State's letters, was struck with paralysis, which has prostrated him to the present hour. Lord Palmerston, the moment he heard of it, sent him £100, while Mr. D'Israeli and a few others added to this sum enough to purchase, for Mrs. Haydn and family, a shop for the sale of stationery and newspapers (No. 13 Crawley Street, Oakley Square). In this house the pious, learned, and resigned Haydn died, a few days after the paralytic attack. . . . Mr. John Forster, author of the admirable "Life of Goldsmith," and other popular books, has been gazetted in England, as Secretary to the Commission of Lunacy—a place worth £800 a year, and involving a residence in London. Mr. Proctor (Barry Cornwall) is a member of the Commission, with a salary of £1,500. . . . A new planet, of great brilliancy, has just been discovered by M. Chacornac, of the Paris Observatory. . . . Astronomers are of opinion that the nebular phenomena revealed by Lord Rosse's telescope, must be governed by forces different from those of which we now have any knowledge. . . . The rate at which waves travel was curiously exemplified in the case of the late earthquake at Simoda, off Japan, when the Russian frigate *Diana* was lost. Twelve hours and sixteen minutes after the gigantic wave which destroyed her had receded for the last time, leaving the harbor dry, the same wave in an infinitely diminished force reached the shores of San Francisco, 4,800 miles distant. The curious phenomena which the wave presented, suddenly rising seven-tenths of a foot, and then receding, followed by a series of seven other waves of less magnitude, was remarked with great care at San Francisco, and there is no doubt that it was the same wave that first rose at Simoda. . . . Mr. Layard is said to have another work on Assyrian antiquities in press in England. . . . The *Athenæum* of London, says: "We scarcely know of an example in which the man of letters has entered the House of Commons, without making in that House a more distinguished figure than he has made in his own sphere. Montagu would have ranked below Prior as a poet; as a man of affairs he beat Godolphin. Sir E. B. Lytton goes into the house, and becomes a chief of his party—a coming Minister. Mr. Gladstone, in literature, would be a second rate essayist: in politics, he stands in the highest rank. D'Israeli is a novelist of the third rank—a poet of the thirtieth: in the House of Commons he is a great power. Lord John Russell is a conspicuous example of the relation of faculties in the two services. He has tried every form of literary exercise: drama, history, poetry, essay, biography—and in none can his warmest friends assert that he has taken high rank. Yet, the genius that has failed to earn distinction in literature, has sufficed to rule the House of Commons and govern England. . . . The French, who have been making experiments on one thousand miles of telegraph wire, are going to try to print from Paris to Kamiesch, and are contemplating the discharge of projectiles by telegraph. Sigismond Zantedeschi, writing from Venice to the French Academy and the Royal Society, says he announced the possibility of the simultaneous passage of opposite currents in metallic circuits, in 1829, and that he can now demonstrate it between two stations with only one wire. . . . The publication of Mr. Macaulay's new volumes appears to have so much occupied the public mind in England, that we find scarcely any announcements of new books—and none of any importance except Mr. Singer's new edition of Shakspeare, in ten monthly volumes, to be printed at the famous Chiswick Press, and the concluding volumes of Bohn's edition of Addison's Works, which are to contain a large number of inedited letters. The London *Times* of Dec. 17th, contains a graphic account of the unprecedented excitement in Paternoster Row, on the day of publication of Mr. Macaulay's volumes. In another journal we notice a statement that the binding of the first edition of 25,000 copies would use up 5,000 reams of paper, nearly 6 tons of milled boards, and 7,000 yards of cloth. The duty on the paper and boards is estimated at more than £900, or about \$4,500. . . . It is said that the poet Rogers has left 5 volumes of Memoirs, ready for the press, in the hands of his executor and publisher, Mr. Moxon, of London. . . . The Smithsonian Institution has succeeded in obtaining for its library, a rare and valuable book, printed in low Dutch, and published in Regensburg, in 1772. It contains specimens of paper from almost every species of fibrous material, and even animal substances, and has accounts of the experiments made in their manufacture. Wasps' nests, saw dust, shavings, mosses, sea-weed, hop and grape vines, hemp, mulberries, aloes' leaves, net-

ties, seeds, straw, cabbage stems, asbestos, wool, grass, thistle-stems, seed-wood of thistles, turf or peat, silk plant, fir wood, Indian corn, pine-apples, potatoes, shingles, beans, poplar wood, beech wood, willow, sugar-cane, tulips, linden, &c., were used.

SCIENTIFIC OPERATIONS IN RUSSIA.

The Smithsonian Institution has received the following information respecting scientific operations in Russia:—

There are already in that country 6,000 miles of telegraph wire, all of which are continually used for official despatches. Only one short line has served for scientific objects, this is from Petersburg to Cronstadt, by which exact Pulkowa time is transmitted for the purpose of regulating the rates of the chronometers of the navy. The war has not exercised the least influence on the progress of any scientific pursuit for which the support of government is wanted. On the contrary, the energy elicited by the state of war in one principal direction, has given rise to a development of energy in many other respects. This is proved by the geographical undertakings commenced last year. First, a numerous party, under the direction of M. Schwarz, started for the exploration of Eastern Siberia; another party was sent to the Steppes of the Kirghis; a third, under Dollen, had to fix the exact geographical positions of a number of points in or near the Ural Mountains, to form a base for the construction of an exact topographical map of the vast district of mines in that part of Russia; a fourth expedition, with forty chronometers, has to join—first, Moscow with Saratow, and this latter town with Astrachan; and finally, the great trigonometrical operations in the Southern part of Russia, and in the Trans-Caucasian Provinces, are carried on without the least interruption. Both the astronomical and geodetical part of a great arc of parallel will be finished in a very short time. . . . The Grand Duchess Helen is thought likely to be elected president of the Academy of Sciences at St. Petersburg. There is precedent for the election of a woman to this office. In the days of the Empress Catherine, the infamous Princess Dashkoff sat in the chair of learning, and ruled the sciences with her fan.

METEOROLOGY IN UPPER CANADA.

In a paper read before the Canadian Institute at Toronto, last week, by Mr. Hodgins, Deputy Superintendent of Schools for Upper Canada, it was stated that Dr. Ryerson had made arrangements with Messrs. Negretti & Zambra, philosophical instrument makers, for forty sets of apparatus, consisting each of one barometer, one thermometer, one Daniels' hygrometer, or other instrument for shewing the dew point, one rain gauge, and one wind vane. Each of the Grammar Schools of Upper Canada is to be provided with a set of this apparatus, and regular records are to be kept. If properly attended to, in course of time a great deal of valuable information connected with changes of temperature, the laws of storms, and variations of the seasons may be collected.—*Ottawa Citizen*, 9th Feb.

PHENOMENA OF THE LAKES.

An opinion is quite prevalent in this country that the water in the lakes rises gradually for seven years, and then falls for the same period. Maj. Lachlan has investigated this subject, and collected all the facts which could be ascertained in relation to it for the last 65 years; and he comes to the conclusion that there is no septennial or other great flood in any of the great lakes. He is inclined to believe that differences in barometrical pressure in different parts of the lakes, and lunar attractions at the times of the vernal and autumnal equinoxes, may have some influence in causing the daily oscillations, and other irregular transient tides.

Departmental Notices.

To Municipal and School Corporations in Upper Canada.

PUBLIC SCHOOL LIBRARIES.

The Chief Superintendent of Schools is prepared to apportion *one hundred per cent.* upon all sums which shall be raised from local sources by Municipal Councils and School Corporations, for the establishment or increase of Public Libraries in Upper Canada, under the regulations provided according to law.

In selecting from the General and Supplementary Catalogues, parties will be particular to give merely the catalogue number of the book required, and the department from which it is selected. To give the names of books without their number and

department, (as is frequently done,) causes great delay in the selection and despatch of a library. The list should be written on a distinct sheet of paper from the letter, and attested by the corporate seal and signature of the Trustees; or by the corporate seal and signature of the Reeve or Clerk of the Municipalities applying for libraries. For Form, see below.

SCHOOL MAPS AND APPARATUS.

The Legislature having granted annually, from the commencement of 1855, a sufficient sum of money to enable the Department to supply Maps and Apparatus (not text-books) to Grammar and Common Schools, upon the same terms as Library Books are now supplied to Trustees and Municipalities, the Chief Superintendent of Schools will be happy to add one hundred per cent. to any sum or sums, not less than five dollars, transmitted to the Department; and to forward Maps, Apparatus, Charts and Diagrams to the value of the amount thus augmented, upon receiving a list of the articles required by the Trustees. In all cases it will be necessary for any person, acting on behalf of the Trustees, to enclose or present a written authority to do so, verified by the corporate seal of the Trustees. A selection of articles to be sent can always be made by the Department, when so desired.*

* *The Form of Application should be as follows:*

SIR,—The undersigned, Trustees [*Reeve, or Clerk*] of _____, being anxious to supply the Section (*or Township*) with suitable school requisites, [*or library books,*] hereby make application for the [*maps, books, &c.*] enumerated in the accompanying list, in terms of the Departmental notice, relating to maps and apparatus, [*or library books.*] The [*maps or library books*] selected are, *bona fide*, for the use of the school [*or municipality*]; and they hereby pledge themselves and their successors in office, not to dispose of them, nor permit them to be disposed of to any private party or for any private purpose whatsoever; but that they will be appropriated exclusively to the use of the school, [*or municipality,*] in terms of the Regulations granting one hundred per cent. on the present remittance.

In testimony whereof, the Trustees [*Reeve, or Clerk*] of the _____ above mentioned _____ hereto affix their names and seal of office this _____ day of _____, 185—, at _____.

[*Name.*] [*Seal.*]

We hereby authorise _____ to procure for us the _____ above mentioned, in terms of the foregoing application.

[*Name of Trustees, &c.*]

TO THE CHIEF SUPERINTENDENT OF SCHOOLS, TORONTO.

NOTE.—A Corporate Seal must be affixed to the foregoing application, otherwise it is of no legal value. Text-books cannot be furnished on the terms mentioned above. They must be paid for in full at the net catalogue price. The 100 per cent. will not be allowed on any sum less than \$5, which must be remitted in one sum.

TO TEACHERS.

It should be borne in mind by teachers (as intimated in the *Journal of Education* for May, 1854, page 86), that in order to avail themselves of the Superannuated Common School Teachers' Fund, it will be necessary for them annually to transmit their subscriptions, beginning with 1854, to the Chief Superintendent of Schools. No teacher, now engaged in teaching, will be entitled to share in this fund who does not thus contribute to it annually. Subscriptions should be sent in as early in the year as possible.—See Chief Superintendent's Annual Report for 1854, pp. 234—237.

THE TRUSTEES of School Section No. 13, in the Township of HOWARD want a TEACHER of good conduct, who holds a Second Class Certificate, to teach school in said section, to whom liberal wages will be given. Apply to J. BEDFORD, THAMESVILLE, or to JOSHUA MINSHALL, or JOHN WINTER, Trustees.
Howard, C. W., January 24th, 1856.

UNIVERSITY OF TORONTO.

THE ANNUAL EXAMINATIONS WILL COMMENCE ON THURSDAY, June 15, 1856. At that time the following SCHOLARSHIPS will be offered for competition, viz:

- (1.) Amongst candidates for admission:
 In LAW—4 of the value of £30 per annum each.
 In MEDICINE—3 do. do.
 In ARTS—15 do. do.
 In CIVIL ENGINEERING—3 do. do.
 In AGRICULTURE—3 do. do.
- (2.) Amongst students of the standing of one year from Matriculation:
 In LAW—4 of the value of £30 per annum each.
 In MEDICINE—3 do. do.
 In ARTS—15 do. do.
- (3.) Amongst students of the standing of two years from Matriculation:
 In LAW—2 of the value of £30 per annum each.
 In MEDICINE—2 do. do.
 In ARTS—15 do. do.
- (4.) Amongst students of the standing of three years from Matriculation:
 In MEDICINE—2 of the value of £30 per annum each.
 In ARTS—15 do. do.

Each of these Scholarships is tenable for one year, but the Scholars of each year are eligible for the Scholarships of the succeeding year.

Candidates for admission into the Faculty of Arts are required to produce satisfactory certificates of good conduct, and of having completed the 14th year of their age, and to pass an examination in the subjects appointed for Matriculation; or to produce similar certificates of good conduct, and of having completed the 16th year of their age, and to pass an examination in the subjects appointed for students of the standing of two years in this University. The former are admissible to the degree of B. A. after four, the latter after two years from admission.

Graduates or Undergraduates of any University in Her Majesty's dominions are admissible *ad eundem*, but are required to produce satisfactory certificates of good conduct and of their standing in their respective Universities.

All candidates who purpose presenting themselves for Examination, are required to transmit to the Registrar the necessary certificates, on or before the 15th of May.

Information relative to the subjects of Examination, and other particulars, can be obtained on application to the Registrar.

SENATE CHAMBER, University of Toronto, Jan. 15, 1856.

AMERICAN JOURNAL OF EDUCATION.

THE AMERICAN JOURNAL OF EDUCATION for 1856 will consist of Six Numbers, of which Numbers I. and II. are already printed under the title of the *American Journal of Education and College Review*. Number III. will be published on or before the 1st of March, and thereafter a number will be issued regularly on the first of each alternate month. The five numbers (including a Supplementary Number, devoted to a Review of the Progress and Condition of Education in different countries) to be issued in 1856 will contain, on an average, each 160 pages, and the whole will constitute a volume of at least 1,000 pages, or two volumes, each of at least 500 pages. Each number will be embellished with an engraved portrait of an eminent teacher or benefactor of education, or with one or more woodcuts of buildings, apparatus, or other preparations for educational purposes.

The subscription price is Three Dollars for the current year (1856), commencing with Number One, and payable in advance, or on the reception of the numbers already published at the time of making the subscription. N. A. CALKINS, Publisher, No. 348 Broadway, New York. All communications relating to the *American Journal of Education* may be addressed Dec., 1855. HENRY BARNARD, Hartford, Connecticut.

THE EXHIBITION SPEAKER.

A BOOK for Schools, containing Plays, Farces, Tragedies, Tableaux, Dialogues, &c., expressly adapted for School Exercises. It gives all the necessary directions for the use of the voice, and for correct elocution, gesture, position, action, &c. It contains also a complete school of Gymnastics, with engravings and full directions. Altogether this is one of the most useful School Books of the age. For young persons who propose to get up amateur plays, it is likewise invaluable. It is a handsomely bound book, and we send it free of postage for 87 cents per copy. Send cash to

D. M. DEWEY, Bookseller, Rochester, New-York.

N. B.—Every School Teacher should have a copy.

ADVERTISEMENTS inserted in the *Journal of Education* for one half-penny per word, which may be remitted in postage stamps, or otherwise.

TERMS: For a single copy of the *Journal of Education*, 5s. per annum; back vols. neatly stitched, supplied on the same terms. All subscriptions to commence with the January number, and payment in advance must in all cases accompany the order. Single numbers, 7½d. each.

☞ All communications to be addressed to Mr. J. GEORGE HODGINS, Education Office, Toronto.

TORONTO: Printed by LOVELL & GIBSON, Corner of Yonge and Melinda Streets.