

Department of Public Instruction and State Teachers' Association, December, 1870.

SCIENCE EDUCATION ABROAD, a Lecture by J. W. Dawson, LL. D., F. R. S., &c., Principal and Vice-Chancellor of McGill University, Montreal. This Lecture will appear in the next issue of the Journal.

THE ILLUSTRATED ANNUAL OF PHRENOLOGY AND PHYSIOLOGY, by S. R. Wells, Editor of the Phreological Journal and Life Illustrated, New York, 1871.

ANNUAL REPORT OF THE BOARD OF ST. LOUIS PUBLIC SCHOOLS, 1868-69.

We are indebted to the courtesy of the Hon. Abram B. Weaver, Superintendent of Public Instruction for the State of New York, for a copy of his Annual Report for 1869.

EIGHTH REPORT OF THE BOARD OF EDUCATION OF VICTORIA, Australia. In our next number, we intend to give some extracts from this report.

TWENTY-SEVENTH ANNUAL REPORT OF THE BOARD OF EDUCATION OF THE PUBLIC SCHOOLS OF ROCHESTER, July, 1870.

### Education.

—*Education in Scotland.*—The report of Mr. Walker, assistant inspector of factories, for the first half of the year 1870, states that being in Glasgow he examined 200 young persons, principally boys of 12 years old and upwards, employed in the tobacco manufactories of that city; they were selected at random, and proved a fair average of their class. Only 46 or 23 per cent, were able to read; and several of these read very imperfectly. It is right to add that many of the children employed in the tobacco manufactories in Scotland belong to the "Arab Class," whose parents are wilfully neglectful or have not the means of attending to their education. Others are orphans left to provide for themselves in the best way they can. Mr. Walker says that "in Scotland the parochial authorities, generally speaking, do not take much interest in the education of the poor and orphan children; their great object appears to be to keep down the rates." Scotland wants her Education Bill.

—Sir William Stirling Maxwell, says the *Edinburgh Courier*, has furnished another proof of his genuine interest in the cause of education by contributing £1,000 to the Glasgow University Fund.

—*I Have no Time to Study.*—The idea that a man has no time to study is a groundless delusion. Franklin found time, in the midst of all his labor, to dive into the hidden recesses of philosophy and to explore the untrodden paths of science. The great Frederick, with an empire at his direction in the midst of war, found time to revel in the charms of philosophical and intellectual pleasure. Bonaparte, with all Europe apparently at his disposal, had time to converse with books. Cæsar when his palace was thronged with visitors from the remotest kingdoms found time for intellectual cultivation. Every man, indeed, has time if he is careful to improve it. Let all, then, economise their moments, and their capacity for doing good will be greatly enlarged, and they will accomplish the highest and noblest end of their being.

—*Reading and Thinking.*—Bacon asserts that reading makes a full man; but without digestion fulness is dyspepsia, and creates sleepiness and inert fat, incapable of action. Hazlitt says you might as well ask the paralytic to leap from his chair and throw away his crutch, or without a miracle to take up his bed and walk, as to expect the learned reader to throw down his book and think for himself. He is a borrower of sense. He has no ideas of his own, and must live on those of others. The habit of supplying our ideas from foreign sources enfeebles all internal strength of thought, as a course of dram-drinking destroys the tone of the stomach.

—*Agricultural Education.*—The *Boston Journal of Chemistry* says on this subject: "The first lesson we would teach farmers in our college would be how to turn oil of vitriol out of a carboy, and not spoil their clothing; secondly, how properly to dissolve bone, prepare phosphatic fertilizers and efficient composts; third, how to use and how to take care of agricultural implements; fourth, how to lay drain tiles; fifth, how to plough and pulverize land so as to fit it for seed; sixth, how to make and save manures; seventh, how to feed and properly take care of stock; eighth, how to keep buildings and fences in order; and ninth, how to keep farm accounts systematically and orderly. We believe what is needed for the interests of agriculture is not so much 'agricultural colleges,' where young men are to have prolonged training in such branches of study as are taught in our ordinary educational institutions, but schools to which active farmers and their boys may resort in the winter months, and learn practically by observation and experiment how to conduct farming operations to the best possible advantage."

### Literature.

—*The French Throne.*—During the last eighty years the French have displayed a remarkable aptitude in changing their rulers and governments:

1789. May 4.—The States-General, which had been in abeyance one hundred and seventy-five years, was summoned to meet at Versailles.

1792. August 10.—Louis XVI, deposed, and the republic established.

September 21.—The National Convention assembles.

1793. January 21.—Louis XVI, guillotined.

1795. October 26.—The National Convention is dissolved, and the Directory established.

1799. November 10.—The Directory is suppressed, and a consulate established. December 13.—Napoleon Bonaparte appointed first consul.

1802. May 4.—Napoleon Bonaparte elected first consul for ten years, and on August 2, he is elected for life.

1804. May 18.—Napoleon elected Emperor of France.

1814. April 11.—Napoleon I. abdicates. May 3.—Louis XVIII. enters Paris.

1815. March 1.—Napoleon I. escapes from Elba, and the empire is reestablished for one hundred days. June 22.—He abdicates in favor of his son, Napoleon II. July 8.—Louis XVIII. returns to Paris.

1830. July 26.—Revolution commences in Paris. August 2.—Charles X. abdicates. August 9.—Louis Philippe ascends the throne.

1848. February 23.—Revolution commences in Paris. 24.—The king abdicates. 25.—The republic is proclaimed. December 10.—Louis Napoleon is elected president of the republic.

1852. December 2.—Napoleon elected Emperor of the French.

1870. September 1.—The emperor is taken prisoner by the Germans at Sedan, and sent to Germany. September 4.—Napoleon III. deposed, and the republic proclaimed.

—*The Strasbourg Library.*—In the Dominican Church of Strasbourg, was the great library, the finest on the Rhine, in which the archives, antiquities, typography, and early printing collections were treasured. All have perished. Not a single leaf remains. There was a fatality about the library. No catalogue of its many treasures exists. An elaborate one in MS. had been prepared by the librarian. It has perished. A whole library of MS. of the grand work of M. Silberman, the Alsace antiquary, has perished, among them 16 folio vols, of MS. upon Strasbourg. Greatest loss of all is that of the most precious record connected with the discovery of printing, the documents of the legal process of Gutenberg against the heirs of his partner Erisehn, to establish his right as the inventor of typography.

—*Curiosities of Figures.*—Much has been said of late about the remarkable repetition of certain numbers in nature and history; and the following may serve as an interesting supplement. The figure nine, says a German writer, plays an especially striking role in history, and it is remarkable that a great number of the birth years of the celebrated men of the eighteenth century end with the figure nine. He brings the following examples in proof of his assertion, placing the year of birth after the name:

Glenn was born in 1719; Lessing, 1729; Schubert, 1739; Goethe, 1749; Schiller, 1759; Arndt, 1769; Oehlenschläger, 1779; Ruckert, 1789; Heine, 1799. These examples can be considerably increased by including non-Germans also. Johnson was born in 1709; Lichtwar, 1719; L. brun and Goldsmith, 1729; George Schlosser, 1739; Lafontaine, 1759; Chateaubriand, Robert Burns and Caroline Pichler, 1769; Vander Velde, Steckfuss and Fanny Tarnow; 1779; Cooper and Deinhardstein, 1789; Kopisch Balsac and Puschkin, 1799.

Then looking among the authors and men of science, we have:—Gmelin, 1709; Kartner, 1719; Moses Mendelssohn and Reinhold Forster, 1729; Ritter, 1739; Laplace and Jenner, 1749; Osiander, 1759; Alexander Von Humboldt, and Cuvier, 1769; Oken and Berzelius, 1779; Nauder and Dagussre, 1789; Schlick and Ifland were born in 1759; Romberg, 1769; Rossini, 1779; Overbeck, Schadow, Horace Vernet and Pierre Jean David, 1789; and Mendelssohn Bartholdy, 1809.

Some remarkable connection is also supposed to exist between figures and the four most important years of German history, 1812, 1830, 1848 and 1866. They all have an interval of eighteen years or 2x9 from each other. Add now the figures 1, 8, 1, 2, and then 1, 8, 3, 0: in both cases we get 13, that is 1, 2, the sum of which is 3: now add the figures 1, 4, 4, 3, and 1, 8, 6, 6, we get in each case by addition 21, that is 2, 1, the sum of which is also "3" also one of those numbers whose remarkable repetition is inexplicable.

### Meteorology.

From the Records of the Montreal Observatory, Lat. 45° 31' North; Long. 4h. 54m. 11 sec. West of Greenwich. Height above the level of the