

spoke to them of the beautiful day, asked what they knew about the seasons, referred to the different kinds of fruit-trees then in bearing, and questioned them upon the uses of trees in constructing houses, furniture, &c., frequently he threw in sportive remarks, which enlivened the whole school, but without ever producing the slightest symptom of disorder. During this familiar conversation, there was nothing frivolous or trifling in the manner of the teacher, that manner was dignified though playful, and the little jets of laughter, which he caused the children occasionally to throw out, were much more favourable to a receptive state of mind than jets of tears.—*Mann's Educational Tour.*

COMMUNICATION OF KNOWLEDGE.

Knowledge that is delivered as a thread to be spun on, ought to be delivered and intimated, if it were possible, in the same method wherein it was invented; and so is it possible of knowledge induced. But in this same anticipated and preventive knowledge, no man knoweth how he came to the knowledge which he hath attained. But yet, nevertheless, a man may revisit and descend unto the foundations of his knowledge and consent, and so transplant it into another, as it grew in his own mind. For it is in knowledge as it is in plants; if you mean to use the plant, it is no matter for the roots; but, if you mean to remove it to grow, then it is more assured to rest upon roots than slips; so the delivery of knowledge, as it is now used, is as of fair bodies of trees without the roots: good for the carpenter, but not for the planter. But, if you will have science grow, it is less matter for the shaft or body of the tree, so you look well to the taking up of the roots.—*Bacon's Advancement of Learning.*

KNOWLEDGE IS NOT EDUCATION.

The exclusive importance attached to the mere acquisition of knowledge forms one of the dangerous snares of education. We are enticed by it to choose expeditious methods and to avoid difficulties. The child appears to make a certain progress; he knows the things you have taught him, he performs what you have taught him to perform, but try him in a different direction, require from him some new exercise of his faculties, and he is quite at a loss. And even when arrived at manhood, this may continue to be the case, almost without our being aware of it. By the help of memory and imitation we often see people make their way tolerably well. The degree of civilization at which we are arrived has created a form for almost everything. A mechanical education extends its influence over the whole course of life; and hence it is that the number of insignificant beings is so great; beings whose increase numerically amounts without adding to their value—examples of that useless species, the common-place characters of their age and country.—*Madame N. de Saussure.*

WHERE EDUCATION BEGINS.

The faculties grow by exercise.

The intellectual powers of children must not be urged on to remote distances before they have acquired strength by exercise in things near them. The circle of knowledge commences close around a man, and from thence stretches out concentrically.

Real knowledge must take precedence of word-teaching and mere talk.

All human wisdom is based upon the strength of a good heart, obedient to truth. Knowledge and ambition must be subordinated to inward peace and calm enjoyment.

As the education of the closest relations precedes the education for more remote ones, so must education in the duties of members of families precede education in the duties of citizens. But nearer than father and mother is God, the closest relation of mankind is their relation to Him.—*Raumer's Life of Pestalozzi.*

DISCERN, FOLLOW, LEAD.

If we were to attempt to divine the secret of a prosperous management of children, perhaps it would resolve itself into the simple fact of a quick perception of the train of their ideas at any moment, and a facility in concurring with the stream of thought wherever it may be, which, by the slightest guiding word or gesture, can be led into whatever channel may be desired.

The rule of management might then be condensed into three words—discern, follow, lead. That is to say, there is first the catching of the clue of thought in the child's mind, then the going on with the same train a little way, and, lastly, the giving it a new though not opposite direction. By the means of a governance of the wandering minds of children in some such method as this, there is hardly any limit to the control which may be exercised over, as well as their conduct, as their mental and intellectual habits.—*Isaac Taylor's Home Education.*

VI. Biographical Sketches.

No. 28.—THE REV. DR. SHORTT.

The late much respected and beloved, Rector of St. John's Church, Port Hope, was the son of John Shortt, Esq., M.D., for many years inspector of hospitals for Canada, and now retired on half pay and residing in Dublin, Ireland. During his preparation for Holy Orders, to which he was admitted in 1832 by the honored and beloved Bishop Stewart, he was the intimate associate and companion of the Rev. Dr. Atkinson, late Rector of St. Catherines, and the Rev. Mr. Grasset, now Dean of Toronto and Rector of St. James's Cathedral, with both of whom he afterwards lived on terms of the most intimate and attached friendship, which, in the case of the latter at least, was strengthened by similarity of religious views in reference to those questions which have always distinguished one portion of the church to which he belonged from the other. His first clerical appointment was Laprairie, from which he was subsequently removed to Franktown; and in the year 1836, the Rev. Jas. Coghlan having resigned the Rectory of St. John's, Dr. Shortt succeeded to the charge of this parish, in which it was his Divine Master's will that he should so long, and so faithfully, minister the word of life. When the section of the Church of England in Canada to which his religious views attached himself, felt the need of a newspaper to advocate the views known in that church as Evangelical, Dr. Shortt was unanimously chosen by his brethren holding the same views as himself, to be the editor, the acceptance of which position connected him with the press in Port Hope, where the *Echo* was printed and published during the whole period of Dr. Shortt's connection with it, which, it is not too much to say, constituted by far the most useful and successful portion of the history of that journal. Dr. Shortt's editorials were characterized by great clearness, logical acumen and bold faithfulness in the defence of truth, while at the same time those whose errors he attacked, or whose practices he found fault with, had never any reason to accuse his utterance of acerbity. It was Dr. Shortt's lot to be an example to his congregation of how the Christian is by the grace of God enabled to endure without a murmur suffering of no common intensity and duration, and to count his bodily afflictions, though so intense and so long continued, as light afflictions and but for a moment, inasmuch as he looked not at those things which are seen—which are temporal—but as the things which are not seen which are eternal in the heavens. The advocates of total abstinence from strong drink in Port Hope, and throughout this Dominion will long remember Dr. Shortt's able and consistent advocacy of their principles, often under circumstances very trying and discouraging, both in the provinces at large and at the Synod of the Diocese of which he was an honored and useful member. The remains of the deceased were borne to the grave by young men, all of whom had been christened by him during his ministry.—*Communicated to the Canadian Churchman.*

No. 29.—SIR FREDERICK BRUCE.

The telegraph brings us the sad intelligence of the death of Sir Frederick Bruce, the British Minister at Washington. The painful news was not preceded by anything that would indicate such a sudden taking off. It is like that which announced the death of his brother, Lord Elgin, when Governor-General of India. There were no premonishing alarms, death visited both of them swiftly. Sir Frederick was comparatively a young man, having been born in 1813. He received his education in Christ's Church, Oxford, where he graduated and was subsequently called to the bar in Lincoln's Inn. His entire active life was devoted to the diplomatic service; he served successively in Washington (during the negotiation of the Ashburton Treaty), South America, Egypt, China and Japan. He was Lieutenant-Governor of Newfoundland for a year. On his return to England from Japan in 1865 he was ordered to Washington to relieve Lord Lyons, having had previously conferred upon him the distinguished honor of G. C. B. At Washington he served his country with credit on many trying occasions, and was a great favorite in diplomatic circles. He was never married.

VII. Paper on Meteorology, &c.

1. PRINCIPLE OF THE BAROMETER.

On the 26th of August M. Hadau read a paper before the French Academy, in which he alleged that the principle of the barometer was fully known to both Magellan and Maguire. This statement induced Signor Secchi to go into the history of the subject, and elicited a note from him in the *Comptes Rendus*, September 9th, in which he states the following conclusions: 1. Neither Magellan or Maguire understood the true principle of the action of the static barometer; 2. They suggested apparatus quite impossible to construct, and which they failed to construct themselves; 3. The impossibility of construction explains why this instrument fell into oblivion.