

### Books and Publications Received.

Loomis' Treatise on Meteorology with Tables, Plates; p. 305, Harper & Brothers, N. Y. 1868.

"The Mastery Series" for German and English and for French and English with the "Handbook to the Mastery Series" by Thomas Prendergast; D. Appleton & Co., N. Y. 1868.

Set of "Phonic Charts" for self training in the sounds of language; by N. A. Calkins, Harper & Brothers, N. Y. 1868.

## MONTHLY SUMMARY.

### EDUCATIONAL INTELLIGENCE.

—The Duke of Marlborough rose (March 24) to call the attention of their lordships to the subject of Public Elementary Education. The noble duke spoke in substance as follows:—There is scarcely, I believe, any subject which ought to be so tenderly treated as that of Education. Whether we consider its great and vital importance, or whether we consider the vast amount of feeling and of voluntary effort that is enlisted in its support, we must, upon every side, acknowledge that it is a subject of the deepest public interest, and one in which if we were to take a false step, or to arrive at a hasty conclusion, we might be committing an irretrievable error, and instead of forwarding these objects which we must all have at heart, we might be doing irremediable mischief. If there ever were a subject upon which I might claim and entreat that the views of party politics might be laid aside, it is upon this. The Government, in considering this subject, have felt that, in order to propose any measure to Parliament which would be of a satisfactory character it would be necessary to take a wide and full view of the whole subject, so that any proposal they might submit to Parliament might have the characteristics of a national system—a system which might become part of our permanent legislation. We are not now beginning for the first time to deal with this question. The task that is imposed upon us is to review what is already in existence, to remember the great interests that are already in the question, and to survey what has already been done. In asking you to change to some extent the present system, it is only fair to consider at the outset what is the system and what are the wants which we have to supply. From the report of the commissioners of 1861—a report which I am surprised to find has been a good deal overlooked in the various discussions upon this subject—I find that in that year the number of children whose names ought to have been on the school books, according to the population, was 2,655,000, while the actual number of the children of the poor who were receiving elementary education in day schools was 2,213,000. Comparing that proportion with the proportion existing in Prussia, which is commonly supposed to have attained such great success in this matter, we find that whereas Prussia has one in six of the population at school, this country had in that year one in seven or one in eight. The commissioners went on to state how rapid and how great had been the increase of Education in this country since the year 1803. In that year there were 1 in 17½ of the population at school; in the year 1818, there were 1 in 17½; in the year 1833, there were 1 in 11½; in 1851, there were 1 in 8.36, and in 1858, there were 1 in 7.7. We cannot deny, therefore, that great progress has been made in Education. I do not contend that great wants do not exist in this case; but I contest the notion that the educational wants of this country are so very enormous as they have been represented to be.

It is the intention of the Government to ask Parliament to enable Her Majesty to appoint a Secretary of State, who shall have the whole range of educational matters under his direction and control, and not only administer the Grants now administered by the Privy Council, but shall on his own responsibility look into all the various matters connected with the education of the country, and propose to Parliament those schemes which may be thought desirable. We also, therefore, propose to insert in the Bill those portions of the Revised Code which relate to the distribution of the Grants, and the terms on which the Grants are made.

Earl Russell thought it was not desirable to stereotype the regulations of the Committee of Council, but that opportunity should be given for altering them from time to time. He thought the Revised Code had, in many respects, worked well, but it had been productive of some evil, and means ought to be taken to raise the pupil teachers to something like their former number. There was another question in which the whole country took an interest—that of rates. Mr. Norris, who had recently been examined on the question of Education, was asked what was the reason that, in certain districts, they had no schools; and he stated that it was on account of the apathy which prevailed there as regarded the matter of Education. He hoped that the Minister of Education, whose appointment he contemplated, would be able to establish a provision for rates. He thought that towns like Manchester and Birmingham should be at liberty to impose a rate. This power of primary Education was of

the greatest importance. He was very much struck with the observation of a gentleman at Birmingham, who stated his belief that the general conclusion to which the facts before them led, was that they needed power to establish a more comprehensive system than they at present possessed in order to bring children into the schools, and also to make them attend with regularity. He believed that if they had classes for Technical Education and the higher classes of instruction, and if those who went to the classes were not well grounded in the primary Education of reading, writing, and arithmetic, they would make no progress in Technical Education. He would not discuss the subject further at the present time, but he would do all he could to help the noble duke to pass the Bill, believing that it was a step in advance, and that the measure was one for the public benefit at present, and would lead to a more general system.

Mr. Whitworth the well known engineer, has signified to Government his intention of founding thirty scholarships worth £100 a year each, to advance industrial education. They are to be given by competitive examinations in mechanics and the cognate sciences, the object being to "bring science and industry into closer relation," or, as the Duke of Somerset put it, to make scientific foremen. The magnificent gift has been duly acknowledged, and was on Friday se'nnight, the subject of eulogistic discussion in the Lords. Lord Granville said no such benefaction had ever been made, and all the Peers hoped the example would be extensively followed. We look therefore, for an immense subscription from the House of Peers, which could afford £10,000 a head, or £600,000 quite easily. That sum would be quite sufficient, and half of it would found a good system of scientific education.

The following advertisement is from the *Times*: "Education.—Wanted, by a father, a school, where his son may receive an education to fit him for a manly and useful life, without any humbug as to nations dead and buried two thousand years ago."

There are 170,000 children in London who ought to be at school but are not, and there are eight London parishes with a population of above 7,000 where there is no school at all. The Archbishop of Canterbury, at an educational meeting at Tunbridge Wells, said, the denominational system must be maintained, and the Bishop of Oxford argued against the compulsory attendance of children.

### LITERARY INTELLIGENCE.

—There has recently been erected over the grave of Alexander Smith, in the Warriston Cemetery, Edinburgh, an Iona or West Highland cross, of Binny stone, twelve feet in height, and set in a massive square base. In the centre of the shaft is a bronze medallion of the poet, by Mr. W. Brodie, R.S.A. Above it is the inscription, "Alexander Smith, Poet and Essayist," and below are the places and dates of his birth and death.

*Irreparable Loss by Fire.*—Science and literature have sustained a terrible loss in the destruction by fire of the immense establishment of the Abbe Migne, at Paris, with its treasures of erudition. There were in it manuscripts worth their weight in gold; and compilations, the result of thirty or forty years' labor of the best known savans of France. The stock was valued at twelve million francs. This was an ecclesiastical library and printing establishment, the largest of the kind in the world; and manuscripts of the first ages of the church have been destroyed in it. The fire took in the type foundry. Eight hundred persons have been thrown out of work by this catastrophe. The establishment was insured for six millions of francs in thirty-three insurance companies.

### METEOROLOGICAL INTELLIGENCE.

*The Moon and the Weather.*—Meteorologists have laboured hard to verify the popular belief regarding the moon's influence on the weather; but their researches have generally led to negative results. Mr. Park Harrison, one of the latest and most persistent inquirers into the subject, has, however, just arrived at a more positive conclusion, one of which is interesting as a matter of science, and curious because it is paradoxical. The collation of a large mass of observations has revealed the fact that, when the moon is at first and third quarter, the temperature of the earth's surface is respectively above and below a certain average, so that there is manifested a tendency in the moon to warm the earth at first quarter, and cool it at last quarter, slightly, it is true, but still perceptibly. Now, at first quarter, the sun has been shining a short time, and at last quarter a long time on the face of the moon turned towards the earth. Hence—and here is the paradox—the cool moon warms the earth, while the warm moon cools it. A perfectly philosophical explanation can, however, be given of the anomaly. The fact is that the moon, by warming the upper regions of the atmosphere, lightens or evaporates the clouds floating therein, the earth's heat is thus permitted to radiate and pass away into space, and the lower strata of the atmosphere in consequence become cooled. This effect reaches its maximum at the time of the moon's third quarter and hence the comparatively high and low temperature at these times.