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CONTENTS OF THIS NUMBER.

	PAGE
I. PAPERS ON LIBRARIES—(1) The Value of Public School Libraries. (2) Circulating Libraries in England. (3) Necessity of Apparatus and Libraries in the Schools	17
II. The Magic Lantern an Auxiliary in Teaching	19
III. PAPERS ON COLONIAL SUBJECTS—(1) Progress of Education and Science in Canada. (2) The Progress of Education in Lower Canada. (3) The Future of British America	20
IV. PAPERS ON LORD MACAULAY—(1) Right Hon. Thomas, Lord Macaulay. (2) Lord Macaulay's Funeral in Westminster Abbey. (3) The Descendants of Great Men in England. (4) Loss to History in the Death of Lord Macaulay. (5) The Character of Lord Macaulay's History. (6) Lord Macaulay's Fifth Volume—His Letters—His History in Italy. (7) Lord Brougham's Advice in regard to the Education of Lord Macaulay	22
V. PAPERS ON PRACTICAL EDUCATION—(1) Miss Coult's Address to School-mistresses. (2) Short Rules for Common Schools. (3) The Education most needed. (4) We should have Educated Farmers	25
VI. PAPERS ON NATURAL HISTORY—(1) Artificial Salmon breeding	26
VII. MISCELLANEOUS—(1) The Red Flag of England. (2) Teachers' Mismanagement. (3) How to treat Dull Children. (4) A Story for Youth. (5) Fidelity. (6) Physiology of Rest on the Sabbath-Day. (7) Egyptian Astronomy verified. (8) The London Times' Life "Log." (9) Boy Smoking put down in France. (10) National Photography in England	27
VIII. SHORT CRITICAL NOTICES OF BOOKS—(1) The White Hills. (2) The American Almanac, &c. (3) Biography of Self-Taught Men. (4) The Roman Question. (5) Mothers of the Bible. (6) Old South Chapel Prayer-Meeting. (7) Six Juvenile Books. (8) Annuals. (9) Periodicals. (10) Historical Sketches of the P. E. Church. (11) Library in London, England. (12) The British Reviews and Blackwood	29
IX. EDUCATIONAL INTELLIGENCE—Canada: (1) Report of the Education Committee of the York and Peel Counties Council. (2) State of Education among Toronto Criminals. (3) Dundas Female College. (4) New School at Farmersville. (5) Township School Statistics. (6) Complimentary Dinner to a Teacher. Great Britain: French Princes at the Edinburgh High School. United States: President of Harvard College	30
X. LITERARY AND SCIENTIFIC INTELLIGENCE—(1) Canadian Botany	32
XI. DEPARTMENTAL NOTICES	32

true levellers. They give to all who will faithfully use them, the society, the spiritual presence of the greatest of our race. No matter how poor I am. No matter though the prosperous of my own time will not enter my obscure dwelling. If the Sacred Writers will enter and take up their abode under my roof, if Milton will cross my threshold to sing to me of Paradise, and Shakspeare open to me the worlds of imagination, and the workings of the human heart, and Franklin to enrich me with his practical wisdom, I shall not pine for want of intellectual companionship, and I may become a cultivated man, though excluded from what is called the best society in the place where I live. To make this means of culture effectual, a man must select good books, such as have been written by right-minded and strong-minded men, real thinkers, who, instead of diluting by repetition what others say, have something to say themselves, and write to give relief to full earnest souls; and these works must not be skimmed over for amusement, but read with fixed attention and a reverential love of truth. In selecting books, we may be aided much by those who have studied more than ourselves.

"One of the very interesting features of our times," continues Dr. Channing, "is the multiplication of books, and their distribution through all conditions of society. At a small expense, a man can now possess himself of the most precious treasures of English literature. Books, which were formerly confined to a few by their costliness, are now accessible to the multitude; and in this way a change of habits is going on in society, highly favourable to the culture of the people. Instead of depending on casual rumour and loose conversation for most of their knowledge and objects of thought; instead of forming their judgments in crowds, and receiving their chief excitement from the voices of neighbours, men are now learning to study and reflect alone, to follow out continuously, to determine for themselves what shall engage their minds, and to call to their aid the knowledge, original views, and reasonings of men of all countries and ages; and the results must be a deliberateness and independence of judgment, and a thoroughness and extent of information, unknown in former times. The diffusion of these silent teachers, books, through the whole community, is to work greater effects than artillery, machinery and legislation. Its peaceful agency is to supersede stormy revolution. The culture, which is to spread, whilst an unspeakable good to the individual, is also to become the stability of nations."

"For many years," remarks that faithful friend of education, Mr. G. B. Emerson, "and many times a year, I have passed by

## THE VALUE OF PUBLIC SCHOOL LIBRARIES.\*

The following extracts, which we quote from the last annual Report of Hon. L. C. DRAPER, Superintendent of Public Instruction, Wisconsin, (who we regret to learn has failed to be re-elected to the office he so well filled) are timely and useful in our own country. The renewed interest felt in several parts of the Province in regard to School Libraries, is full of promise for the intelligence and intellectual well-being of Upper Canada:

"Next to the Common School, we want, in an educational point of view, more and better books for the people to read; and this is the great subject I wish respectfully, yet faithfully, to urge upon the attention of the people. I will introduce the subject by a few citations of high authority, as to the necessity of good books, and the inestimable blessings they are calculated to confer.

"It is chiefly through books," observed the late Dr. Channing, "that we enjoy intercourse with superior minds, and these invaluable means of communication are in the reach of all. In the best books, great men talk to us, give us their most precious thoughts, and pour their souls into ours. *God be thanked for books!* They are the voices of the distant and the dead, and make us heirs of the spiritual life of past ages. Books are the

\* See also some valuable articles on this important subject in this Journal for Dec.

the shop of a diligent, industrious mechanic, whom I have often seen busy at his trade, with his arms bare, hard at work. His industry and steadiness have been successful, and he has gained a competency. But he still remains wisely devoted to his trade. During the day you may see him at his work, or chatting with his neighbours. At night, he sits down in his parlour, by his quiet fireside, and enjoys the company of his friends. And he has the most extraordinary collection of friends that any man in New England can boast of. William H. Prescott goes out from Boston, and talks with him about Ferdinand and Isabella. Washington Irving comes from New York, and tells him the story of the wars of Grenada, and the adventurous voyage of Columbus, or the legend of Sleepy Hollow, or the tale of the Broken Heart. George Bancroft sits down with him, and points out on a map, the colonies and settlements of America, their circumstances and fates, and gives him the early history of liberty. Jared Sparks comes down from Cambridge, and reads to him the letters of Washington, and makes his heart glow with the heroic deeds of that god-like man for the cause of his country. Or, if he is in the mood of poetry, his neighbour Washington Allston, the great painter, steps in and tells him a story,—and nobody tells a story so well,—or repeats to him lines of poetry. Bryant comes with his sweet wood-notes, which he learnt among the green hills of Berkshire. And Richard H. Dana, father and son, come, the one to repeat grave, heart-stirring poetry, the other to speak of his *Two Years before the Mast*. Or, if this mechanic is in a speculative mood, Professor Hitchcock comes to talk to him of all the changes that have befallen the soil of Massachusetts, since the flood, and before; or Professor Espy tries to show him how to predict a storm. Nor is his acquaintance confined to his own country. In his graver hours, he sends for Sir John Herschel, from across the ocean, and he comes and discourses eloquently upon the wonders of the vast creation,—of all the worlds that are poured upon our sight by the glory of a starry night. Nor is it across the stormy ocean of blue waves alone that his friends come to visit him; but across the darker and wider ocean of time, come the wise and the good, the eloquent and the witty, and sit down by his table, and discourse with him as long as he wishes to listen. That eloquent blind old man of Scio, with beard descending to his girdle, still blind, but still eloquent, sits down with him; and as he sang, almost three thousand years ago, among the Grecian isles, sings the war of Troy, or the wanderings of the sage Ulysses. The poet of the human heart comes from the banks of Avon, and the poet of Paradise from his small garden-house in Westminster; Burns from his cottage on the Ayr, and Scott from his dwelling by the Tweed;—and, any time these three years past, may have been seen by his fireside a man who ought to be a hero with school-boys, for no one ever so felt for them; a man whom so many of your neighbours in Boston lately strove in vain to see,—Charles Dickens. In the midst of such friends, our friend the leather-dresser lives a happy and respected life, not less respected, and far more happy, than if an uneasy ambition had made him a representative in Congress, or a governor of a State; and the more respected and happy that he disdains not to labor daily in his honorable calling.

"My young friends, this is no fancy sketch. Many who hear me know as well as I do, Thomas Dowse, the leather-dresser of Cambridgeport, and many have seen his choice and beautiful library. But I suppose there is no one here who knows a neighbour of his, who had in his early years the same advantages, but who did not improve them;—who had never gained this love of reading, and who now, in consequence, instead of leading this happy and desirable life, wastes his evenings with low company at taverns, or dozes them away by his own fire. Which of these lives will you choose to lead? They are both before you.

"Some of you, perhaps, are looking forward to the life of a farmer;—a very happy life, if it be well spent. On the southern side of a gently sloping hill in Natick, not far from the place where may be still standing the last wigwam of the tribe of Indians of that name, in a comfortable farm-house, lives a man whom I sometimes go to see. I find him with his farmer's frock on, sometimes at the plough-tail, sometimes handling the hoe or the axe; and I never shake his hand, hardened by honorable toil, without wishing that I could harden my own poor hands by his side in the same respectable employment. I go out to look with him at trees, and to talk about them; for he is a lover of trees, and so am I; and he is not unwilling, when I come, to leave his work for a stroll in the woods. He long ago learnt the language of plants, and they have told him their history and uses. He, again, is a reader, and has collected about him a set of friends, not so numerous as our friend Dowse, nor of just the same character, but a goodly number of very entertaining and instructive ones; and he finds time every day to enjoy their company. His winter evenings he spends with them, and in repeating experiments which the chemists and philosophers have made. He leads a happy life. Time never hangs heavy on his hands. For such a man we have an involuntary respect.

"On the other side of Boston, down by the coast, lived, a few

years ago, a farmer of a far different character. He had been what is called fortunate in business, and had a beautiful farm in the country, and a house in town. Chancing to pass by his place, some four or five years ago, I stopped to see him. And I could not but congratulate him on having so delightful a place to spend his summers in. But he frankly confessed he was heartily tired of it, and that he longed to go back to Boston. I found that he knew nothing about his trees, of which he had many fine ones,—for it was an old place he had bought,—nor of the plants in his garden. He had no books, and no taste for them. His time hung like a burden on him. He enjoyed neither his leisure nor his wealth. It would have been a blessing to him if he could have been obliged to exchange places with his hired men, and dig in his garden for his gardener, or plough the field for his plough-man. He went from country to town, and from town to country, and died, at last, weary and sick of life. Yet he was a kind man, and might have been a happy one but for a single misfortune,—*he had not learned to enjoy reading*. The love of reading is a blessing in any pursuit, in any course of life;—not less to the merchant and sailor than to the mechanic and farmer. What was it but love of reading which made of a merchant's apprentice, a man whom many of you have seen and all heard of, the truly great and learned Bowditch?"

"If I were to pray for a taste," remarked the learned Sir John Herschel, "which should stand me in stead, under every variety of circumstances, and be a source of happiness and cheerfulness to me through life, and a shield against its ills, however things might go amiss, and the world frown upon me, it would be a taste for reading. Give a man this taste, and you place him in contact with the best society in every period of history,—with the wisest, and the wittiest, with the tenderest, the bravest, and the purest characters which have adorned humanity. You make him a denizen of all nations—a contemporary of all ages. This world has been created for him. It is hardly possible but that his character should take a higher and better tone from the constant habit of associating with a class of thinkers, to say the least of it, above the average of human nature."

"Books," says Dr. Edwards, "are the greatest storehouses of the knowledge which the observation, experience, and researches of successive generations have been accumulating. They offer to us the intellectual wealth which myriads of laborers have been gathering, with painful toil, for thousands of years." "If all the riches of both the Indies," exclaims Fenelon, "if the kingdoms of Europe were laid at my feet, in exchange for my love of reading, I would spurn them all."

"The *working man*," says Rufus Choate,—"*by whom I mean the whole brotherhood of industry*—should set on mental culture, and that knowledge which is wisdom, a value so high—only not supreme—subordinate alone to the exercises and hopes of religion itself. And that is, that therein he shall so surely find rest from labor; succor under its burdens; forgetfulness of its cares; composure in its annoyances. It is not always that the busy day is followed by the peaceful night. It is not always that fatigue wins sleep. Often some vexation outside of the toil that has wasted the frame; some loss in a bargain; some loss by an insolvency; some unforeseen rise or fall of prices; some triumph of a mean or fraudulent competitor; 'the law's delay, the proud man's contumely, the insolence of office, or some one of the spurns that patient merit from the unworthy takes'—some self-reproach, perhaps—follow you within the door; chill the fire-side; sow the pillow with thorns; and the dark care is lost in the last waking thought, and haunts the vivid dream. Happy, then, is he who has laid up *in youth*, and held fast in all fortune, a *genuine and passionate love of reading*. True balm of hurt minds; of surer and more healthful charm than 'poppy or marjoram, or all the drowsy syrups of the world'—by that single taste, by that single capacity, he may bound in a moment into the still region of delightful studies, and be at rest. He recalls the annoyance that pursues him; reflects that he has done all that might become a man to avoid, or bear it; he indulges in one good, long, human sigh, picks up the volume where the mark kept his place, and in about the same time that it takes the Mahomedan in the Spectator to put his head in the bucket of water and raise it out, he finds himself exploring the arrow-marked ruins of Nineveh with Layard; or worshipping at the spring head of the stupendous Missouri, with Clark and Lewis; or watching with Columbus for the sublime moment of the raising of the curtain from before the great mystery of the sea; or looking reverentially on while Socrates—the discourse of immortality ended—refuses the offer of escape, and takes in his hand the poison, to die in obedience to the unrighteous sentence of the law; or, perhaps, it is in the contemplation of some vast spectacle or phenomenon of Nature that he has found his quick peace—the renewed exploration of one of her great laws—or some glimpse opened by the pencil of St. Pierre, or Humboldt, or Chateaubriand, or Wilson, or the 'blessedness and glory of her own deep, calm, and mighty existence.'"

"Libraries for the people are wanted," exclaims Lamartine, the humane statesman of France. "These libraries must be in the people's hands—in the hands of the women, the girls, the children, by each fireside. In their evening hours, in rain, in winter, when out of work, and on Sunday, they must find at home that centre of affection and virtue, the beneficial, high-toned, poetical, historical, political, philosophical, religious, interesting, exciting, and pleasing communion with the minds which, in all ages, have best understood, felt, written, or sung, the human heart and the human intellect; these books must be the host, the visitors, the guests and the friends of the workman's home. They must take up little room; they must cost little; they must adapt themselves to the manners, the fortune, and the simplicity of the family in which they are admitted. They must even enter it gratuitously, like the air, the sunlight, or the sweet perfume of the garden."

## 2. CIRCULATING LIBRARIES IN ENGLAND.

The high price of new books in England puts it out of the power of the great middle classes to purchase them, and the Circulating Library system has consequently grown up to gigantic proportions. One establishment of the kind, that of Mr. Mudie, has come to be a power in the Commonwealth of Literature, and on the number of copies purchased by him depends the success of many a new book. This will be apparent when we state that he announces that 2,500 copies of "Adam Bede" are in circulation among his customers. He gives the following statistics of his operations during the year from January, 1858: Volumes circulated—History and Biography, 56,742; Travels and Adventures, 25,552; Fiction, 87,780; Miscellaneous, including Science, Religion, Reviews, &c., 46,150; making a grand total of 316,044 volumes. The machinery by which this is accomplished is all systematically arranged.—(See page 30.)

## 3. NECESSITY OF APPARATUS AND LIBRARIES IN THE PUBLIC SCHOOLS.

*Extract from the Report of the Committee on Apparatus and District School Libraries, to the Iowa State Teachers' Association.*

Your committee, to which was referred the subject of Apparatus and District School Libraries, reports as follows:

Both subjects have been carefully considered, and the conclusion arrived at is, that it is high time that the people awake to their own interest on these subjects. The cry of hard times has been heard throughout the State—and very justly, too—and, surely, the people should make good use of every fragment of their own, and their children's time; and should learn to practice proper economy. Two hundred and thirty thousand youths, already, look to the State for an education. Six thousand teachers are annually employed; many thousands of dollars are being expended in paying these teachers, in building school-houses, and in furnishing fuel, &c., to support these schools. A work that requires so much money, and employs so much precious time, is fraught with great responsibilities; and it is the opinion of your Committee, that three things should be strictly observed: First. To do the greatest good to these two hundred and thirty thousand youths. Secondly. To economize their time; and, Thirdly. To save their money. Your Committee hold, that the best economy is to use just what money and time is needed, and no more.

There can be no doubt but that conducting schools without any kind of school apparatus, is an expenditure of time, and money, that the people are unable to afford. And, it is the opinion of your committee, that if no other means can be devised to procure necessary apparatus for our public schools, that it would be an advantage to the children, and to all concerned, to suspend them for six months, or even a year, and to use the money required to support them, for purchasing suitable school apparatus.

Every school should have the necessary maps (up to the times), globes, mathematical blocks, a numeral frame, charts of different kinds, and at least, a small philosophical and chemical apparatus; thus furnishing teachers the means of illustrating intelligently to their pupils the various branches taught. Until such apparatus is supplied, very many things must pass unexplained, and the youth pass through our common schools, and probably through life, with only a smattering knowledge of many of the subjects they should best understand.

In regard to school libraries, your committee believe that the people can better afford to purchase a small library for each school section and add a few good books to each, annually, and thus give youths, and also the adults of our State, an opportunity to employ their leisure hours at home, in reading useful books, and acquiring useful knowledge, than they can to have them spend their idle hours in *useless sleep*, or in loafers' retreats and other places of abomination, gotten up, it is claimed, "to while away the lonesome hours," but

in fact are calculated to induce all, and especially the young, who attend them to learn bad habits, and to make profligates, and often *outlaws*, of them.

Your committee concludes by adding, that, in its opinion, it is the duty of every *true teacher and friend of education* to use all honorable means to induce school officers, and especially the people at the regular school meetings, to avail themselves of the benefit of the provisions made in the School Law for the purchase of apparatus and school libraries.

## II. THE MAGIC LANTERN AN AUXILIARY IN TEACHING.

There is scarce any thing that can be called a scientific instrument that has so extensively played the part of a humbug as the one mentioned in the heading of this article. It is, however, when properly constructed and used,—taken together with such pictures as can now be produced,—a means of illustrating *science, art, topography*, and even *history*, that has few if any equals.

Passing by all those which are mere toys,—the *best* instruments, as commonly constructed, are not such as can be used to exhibit satisfactorily paintings of the highest finish. It may, however, be well to say in this connection, that for coarse pictures of ordinary execution, these lanterns answer *better* than a more perfect instrument, as they soften the outlines by their very want of defining power.

The best lanterns, as usually made, are constructed as follows: First a large tin box with a chimney, and holes in the bottom to admit air, and a good solar lamp to which a concave reflector is added. In front of the lamp are the condensers, which consist of two convex lenses, the use of which is to render the divergent rays from the lamp parallel. In front of the condensers is placed the picture, and still farther in the same direction are the magnifiers contained in the tube or nozzle of the lantern. These magnifiers are usually double convex, or better plane convex lenses; and here lies the great defect in the instrument. These magnifiers *should* be *achromatic*, i. e., such a combination of lenses as to correct both the chromatic and especially the spherical aberration. Without this arrangement, when the picture consists of simple lines, they appear when seen from a short distance as fringed with prismatic colors; this, however, is the least defect, the other arising from spherical aberration, being very serious, and is as follows: When a series of parallel lines are ruled on the glass and thrown on the screen, those lines and parts of lines nearest the circumference appear curved, and also when the centre of the picture is distinct, the circumference is undefined and *hazy*.

To correct these defects, it is usual to place a diaphragm in the tube; this is, however, to sacrifice about one half the light, and consequently, the picture can be shown with equal illumination of only one half the size as with an achromatic magnifier of the same diameter and focus.

It is true, if the Drummond light be used, this is of less consequence; but even then the achromatic lenses are much better, as the diaphragm corrects only in part.

The Drummond light is expensive, and troublesome to manage, and always requires time for preparation.

With a good solar lamp, and the best sperm oil, a picture three and a half inches in diameter can be thrown on the screen, with a suitable achromatic magnifier from six to ten feet in diameter, according to the subject and transparency of the picture, and be brilliantly illuminated,—as much so as with the common magnifier, if made from three to five feet in diameter. Moreover, with the achromatic, *every part* of the picture will be *distinct* and *sharply defined*.

I am aware that I have stated these diameters of pictures on the screen, far below what is said of them in catalogues of philosophical instruments; but a picture to be satisfactory, must be *illuminated*.

The best substance for a screen is white cartoon paper; the picture is seen, of course, by the light reflected from the surface, and not by light transmitted through the screen. If pictures are to be shown by the latter method, fine, bleached cotton (wet) is the best material.

If it is desirable not to place the lantern very far from the screen, (say about fifteen to twenty feet,) a good "half plate" size camera tube, such as is used for photographic purposes, can be attached to the lantern instead of the ordinary nozzle, and this has the advantage of a rack and pinion motion.

If it is desirable to place the lantern thirty or forty feet from the screen, and a six to ten feet picture is desired, a longer nozzle must be made and an achromatic lens be specially prepared.

With a good lantern and suitable paintings, a teacher can illustrate to a whole school at once *any* subject that is within the limits of Painting, Drawing, or Photography.

For examples: Astronomy can be illustrated to a class even with

an imperfect instrument, as by no other means. The brightness of the pictures give effects almost as true as the telescope itself.

Anatomy, Botany, all branches of Natural History, Geology, Microscopic views, Portraits, Maps, Works of Art, Sculpture, and celebrated pictures, Landscape views, Diagrams, &c., &c., can all be delineated with truth, as to form, color, and every other attribute of a picture on canvas. Another beautiful feature of these pictures, is that many subjects admit of motion, which increases the truthfulness of the representation, and also adds to the interest of the spectator.

The fact that the pictures must be seen in at least a partially darkened room, by obscuring surrounding objects tends to concentrate the attention of the learner.

One objection may be urged, viz: the expense of good apparatus and paintings. But when we reflect how many "institutions of learning" purchase such "philosophical toys" as an "orrery," or miniature locomotive "with cars attached," it would seem rather to be a lack of judgment than want of money, in some cases at least.

But in truth, one very important advantage in this kind of illustration is the cheapness of the pictures, when we consider the surface which they cover *when seen on the screen*, and how much can be represented in one picture. To produce the same results on canvass would, in most instances, cost double or quadruple the price of the picture on glass.—D. H. BRIGGS, in *Mass. Teacher*.

[For list of Magic Lanterns, &c., at the Educational Depository, Upper Canada, see Descriptive Catalogue.]

### III. Papers on Colonial Subjects.

#### 1. PROGRESS OF EDUCATION AND SCIENCE IN CANADA.

(From an interesting and valuable pamphlet on "Canada, from 1849 to 1859," published in England, by the Hon. Alexander T. Galt, M.P.P., Finance Minister.)

Passing from the previous questions, which relate to reforms in the mode of governing the country, both generally and through municipalities, I will now advert to that which has been done in regard to education, which certainly has the most important bearing on the future welfare of the country.

The educational question may be divided into two distinct parts. First.—The provision of common schools for the general instruction of the people in the rudiments of learning. And, secondly. The establishment of superior schools, colleges and universities.

As regards common schools, much attention had been given in Upper Canada, to this subject at all times; but it was not until 1846 that it was reduced to a system. The very able Superintendent of Schools in Upper Canada, Dr. Ryerson, is entitled to the greatest credit for the labor and talent which he has devoted to the subject. He was deputed by the Government to visit Europe, for the purpose of examining the best school system in operation. And after a lengthened examination, the result of his inquiries was finally embodied in several Acts of Parliament, which provide for the establishment of school districts in every part of Canada; every child is entitled to education; and for the support of the system, a rate is struck by each municipality, in addition to a contribution of £90,000 from the provincial exchequer. Each school district is under the management of local trustees chosen by the people—who are again subject to inspection by officers appointed by the County Councils, periodical returns being made to the Superintendent of Education. The Superintendent himself is assisted by the Council of Instruction, chosen from the leading men of the Province, without regard to religion or politics. The order of tuition and the school-books are settled by the Council and Superintendent. Libraries of useful books, maps, &c., carefully selected, are also supplied at cost price to the different municipalities. For the purpose of providing fit instructors for the common schools, Normal schools have been established in both sections of the province—both for male and female teachers—and much care is devoted to their effectual training.

Permanent provision is also sought to be made for the support of common schools, through large appropriations of valuable lands.

The system of teaching in Upper Canada is non-sectarian, but provision is made for the establishment of Roman Catholic separate schools; but they do not participate in the local rates levied for education. In Lower Canada, owing to the population being principally Roman Catholic, though the system is also non-sectarian, yet the education is mainly in the hands of the clergy, and provision is, therefore, made for Protestant separate schools, which equally share in all the benefits of the local rates and legislative provision.

The result of this system may be summed up by stating that by

the last report of the Superintendent of Education for Upper Canada, there were in 1858, 3,866 schools, 293,683 scholars.

In Lower Canada, the result is still more remarkable, from the fact that, until after 1849, it had been found very difficult to convince the French Canadian population generally, of the vast importance of education. The people were uninformed, and showed a great repugnance to the imposition of the necessary direct taxation to maintain the system. By very great efforts, this feeling has been entirely overcome; and, under the able superintendence of the Hon. P. O. Chauveau, the last report for 1858 shows the following results:—2,800 schools, 130,940 scholars, contrasting with an almost total neglect of schools but a few years previous.

For the purpose of affording superior education, but little real progress had been made until after the organization of the common school system, when there was established in connection with it a higher class of instruction through the means of grammar schools, which are now very generally to be found throughout Upper Canada, and also, to a more limited extent, in Lower Canada. These schools are also supported by grants of public lands, and by partial contribution from the common school grant, in addition to the local rates.

In both sections of the province, numerous educational establishments, of the nature of colleges, are established; most of them in affiliation to some of the universities.

The Universities in Upper or Western Canada and the University of Toronto, non-sectarian, are very largely endowed by the Province, and are now in a most prosperous and satisfactory condition. The University of the Trinity College, which will be under the auspices of the Church of England; the University of Queen's College, Kingston, which is in connection with the Church of Scotland; and the University of Victoria College, in Cobourg, under the management of the Wesleyan Methodists. In Lower Canada, the Roman Catholics have established the University of Laval, which is wholly supported by voluntary contributions, and which, though comparatively recent, promises to be of the greatest value to the country. The University of McGill College, originally established through a munificent bequest by the late Hon. J. McGill, and almost wholly supported by voluntary contributions, is non-sectarian, and is now in a very flourishing state. The Church of England has also the University of Bishop's College, supported almost solely by that Church, and which, though comparatively new, will, it is believed, speedily attain a position of great usefulness.

It would occupy too much space to enlarge upon the course of instruction at these institutions, but it may be stated that they all contain the usual professors of classics, *belles lettres*, law, and medicine.

With the single exception of the McGill College, which has long existed, but until very recently in a languishing state, the whole of these institutions may be said to have risen within the last ten years, and they are mainly, if not wholly, supported by voluntary contributions and endowments. It is true that the University of Toronto existed in another form—as a college under the Church of England, for many years, but its usefulness was entirely marred by the constant struggle to free it from its sectarian character, which was only effected in 1845; from which date it may be said to have risen into its present highly important position.

The total number of educational institutions in operation in Upper Canada in 1858 was 4,258, attended by 306,626 pupils, and expending \$1,306,922 in their support. In Lower Canada, during the same year, the total number of institutions was 2,985, attended by 156,872 pupils, and expending \$981,425 in their support. \* \* \* \* \*

Nor has science been wholly overlooked.—Canada having had, since 1844, under the able superintendence of Sir William Logan, F. R. S., a systematic geological survey in progress, which has already been of the greatest value to the province, whilst it has made no mean contributions to the stock of knowledge in this very interesting science. The annual reports of the geological survey of Canada may be appealed to as evidence of the value and extent of the service performed; while the display of specimens at the London and Paris exhibitions amply demonstrated its practical character.

The Toronto Observatory is also well known for its valuable contributions to astronomical and meteorological science; and that at Quebec is also rising into deserved notice. My space will not, however, permit me to do more than notice the fact that such institutions exist, and are valued and promoted in Canada, affording evidence that the progress of the country is not confined wholly to material objects.

#### 2. THE PROGRESS OF EDUCATION IN LOWER CANADA.

An Essay recently read before the Teachers' Association of the McGill Normal School, by Mr. H. Arnold, Teacher, Montreal.

In the first place it may be proper to state what was the state of Elementary Education in the Lower Provinces a few years ago; and trace its progress from that time to the present.

Previous to the year 1844, the voluntary system, as it was called, prevailed in Canada, but as far as many places in Lower Canada, were concerned, the term non-voluntary would certainly be the most appropriate, for very few persons contributed voluntarily to the support of Common Schools, a much greater proportion of them even with large families, who would have been benefitted to an incalculable amount, refusing to give one penny to their support; and the few who were anxious to have the blessings of an Education placed within the reach of their children, often forced to contribute beyond their means to the maintenance of the few schools scattered throughout the country.

No wonder then that under the state of things then existing the condition of Elementary Education should have alarmed men sensible of the degrading effects of ignorance on the inhabitants of any country, particularly a growing one like Canada.

Hence the passing of a law in 1844 by which a grant of money was made towards the establishment and maintenance of common schools both in Upper and Lower Canada. Thus the first real and substantial stimulus was given to the Education of the masses in Canada. Under this act a superintendent was appointed whose duty it was, among other matters, to see that Commissioners and Trustees were elected or appointed in each locality, and the Townships and Parishes properly divided into school Districts, and as far as possible a school opened and maintained in each.

Notwithstanding the imperfection of the law as then passed, the ignorance and apathy of Commissioners and Trustees with regard to school matters, and the inveterate opposition offered to its harmonious operation, still it was an important step in the right direction. Education began to be thought of and talked about through the very opposition that was got up in many parts of the country against the working of the law as then constituted. Almost year after year it was altered and amended—an objectionable clause struck out or a desirable one inserted till it became less distasteful to the people and much more conducive to the end which it was designed to serve.

The law of 1846, it can be said, has placed our school system on an equitable and solid basis, inasmuch as it is thereby provided that the School Commissioners should be bound to collect an amount equal to that allowed as a share of the government grant to their municipality—the latter losing the help of the government if it would not help itself. The same law contained a clause to compel those who had children of school age, that is from seven to fourteen, to pay a fee in addition to the direct tax, whether the children were sent to school or not. These compulsory measures were at first not very agreeable to the minds of a certain class of the community, and as was to be expected amongst a people constituted as they are in Canada, much renewed discontent and opposition were the consequence. But they soon saw that this wise legislation was intended for the benefit of the children of all classes; particularly those whose parents cried out the loudest against it; for these poor children would have been entirely neglected had not the law virtually compelled their parents to send them to school.

Soon after this, another wise measure was passed, which provided for the appointment of School Inspectors; and I think no one conversant with the progress and the working of the system will deny that the result of this act has been most favorable to the cause of Elementary Education throughout the country.

Again, the powers that have been given by recent legislation to our present able and energetic Superintendent have added not a little to the efficiency of the Common School system; and had he more pecuniary means at his disposal, I have no doubt he could do much more towards its further improvement and extension. Notwithstanding the recent enactments by which the authority of the Educational Department has been strengthened in many points, there is no doubt that it is yet impeded in many particulars, not only for want of adequate funds but also for want of the necessary power. There is a good deal said in our day about selecting the right man for the right place; it is therefore to be regretted that the Educational Department should be still deficient in two of the most essential things, money and authority; as without a good supply of both of these, it is not to be expected that our present system will be brought to that near approach to perfection, which I am convinced the head of our Educational Department is able and anxious to effect.

The next point to be noticed in the amendment of the act, is the granting a sum of money towards defraying the expenses of publishing and supporting a Journal of Education in the Lower Province. This little sheet is very creditable to the Office from which it is issued, and ought to be in the hands not only of every teacher, but of every friend of Education throughout the country. I have picked up many valuable hints from its pages, which have been of material assistance to me in the teaching and management of my school.

The next pleasing feature in the way of amendment to the act, is the very liberal grant, in the shape of a pension fund, for the par-

tial support of those Teachers who become aged or infirm in the work of instruction. This was certainly one of the wisest and most considerate measures that have ever been passed in connection with the school law; for it is a fact, known to every one, that the Teacher's salary is scarcely adequate to his present support; so that he has no means of providing either for old age, or the accidents and calamities incident to men of every calling and at every period of life.

The crowning point, however, in the improvement of the system, at least to that part which relates to the actual teaching and management of schools, was the provision made for the establishment and maintenance of Normal Schools in Lower Canada, similar to the one that has for several years existed in the Upper Province, and those in other countries. Nothing was wanted more than those; for it was of little use to enact laws and amendments to laws for the encouragement of education, when properly qualified teachers were not to be found: To correct this great evil, the establishment of the three Normal Schools was the one thing needed; and there is little doubt that in a few years by its sending out into the different parts of the country, good and skilful teachers, who will introduce the best and most approved methods of teaching, the state of ignorance which once prevailed, and which has, as yet, been only partially removed, will then disappear; and useful knowledge with its many great and solid advantages, happily take its place.

As I am speaking only of Primary Education, it is, perhaps right that my remarks should be confined to the two classes of schools commonly known as Elementary and Model. With regard to the last of these, I find there are between two and three hundred of them in operation in various parts of Lower Canada; doing, no doubt, an immense amount of real good; for it is in schools of this class generally, and a few of the best among Elementary, that the pupils are able to acquire a more extended knowledge of those branches that constitute a good, solid, English Education; sufficient to fit the recipients for any of the mechanical or commercial pursuits of life.

From information collected from several sources, I find that the purely Elementary schools are also improving both in numbers and in efficiency, though perhaps, not so fast as to satisfy the demands of the country; but considering the many disadvantages under which they still exist, I conceive that very good progress is to be seen in this class of schools; particularly in the increased number of pupils in attendance, as also the regular manner in which they attend.

As regards the books and apparatus used in the majority of these schools, there is still a great want; but in these essentials some advance towards a better state of things has been made of late; and I trust, I am not too sanguine in hoping, that as the teachers of our Normal Schools increase in numbers and find employment, they will insist on the introduction of a better and more uniform series of class books; and also on being supplied with the necessary furniture and apparatus of the school room; and among all these requisite appurtenances, a Library attached to the school is not the least needful, in order to carry on, with facility, the best modes of instruction; for when a pupil derives his knowledge solely from class books and the short lectures and remarks the Teacher's limited time will allow him to give, his mind is left unfurnished with that varied accurate and extended information which will properly fit him for society; or to carry on the different occupations of life with credit and advantage to himself and honour to the institution in which he was educated.

Very little has, as yet, been done in the way of rendering the school houses better adapted to the purpose for which they are intended, being, with but few exceptions, glaringly deficient in almost all the conveniences that made up well appointed and commodious buildings. They are generally built without any regard to plan, without class rooms, and without the means of proper ventilation. It is a great pity the Government does not prescribe suitable plans for school houses, as is done in England and other countries; for nothing is more conducive to the good state of health, the comfort and ease of Teacher and scholar, than well built, well ventilated, and well arranged school houses. The government will, no doubt, see to this matter before long; and the sooner the better\*.

The next point I have to speak upon, is one, the importance of which cannot be over estimated, if the steady improvement perceptible for some time past is to continue. I refer to the Teacher's salary. This is a question of no small moment to the interests of Education throughout the length and breadth of the land; for unless a sufficient salary be given to teachers, they will not, even when educated professedly for the office, engage in any occupation, that is less remunerative than many others they are equally qualified to perform, and which may be far less laborious and responsible. I

\* A pamphlet on School Architecture, compiled by the Assistant Editor of this Journal, has been published gratuitously for the Upper Canada Schools.

do not mean by what I have said, to assert that no improvement has hitherto been made in the Teacher's salary—that his condition in a pecuniary way has not been bettered in any degree. On the contrary, I am most happy to be able to state that in some places the salaries given to well qualified and skilful teachers, have of late been considerably augmented; but the country is so overrun by those who are totally incompetent, and who are willing to give their services, such as they are, for almost any amount the people choose to offer, that it is much to be feared the increase noticed above will not become general till these unqualified teachers leave the employment they are so utterly unfit for, and their places filled by those who are able to show that a superior teacher is cheaper at a salary of a hundred pounds a year than an incompetent one is at fifty.

### 3. THE FUTURE OF BRITISH AMERICA.

The Hon. Joseph Howe, of Nova Scotia, lectured in St. John's, N. B., a short time since on the subject which heads this article. The St. John's *Courier* of Dec. 3, thus speaks of the lecture:

Of the many topics touched and descanted upon by the honorable gentleman, there were three which claim prominent attention from the thinking portions of the scattered population of the five colonies, viz:—An Intercolonial Free Trade—a Union of the Provinces—and the annihilation of the Hudson Bay Company's monopoly. The first of these points was ably and comprehensively treated by the lecturer, and, we think, there was not a practical man present that did not yield a full and cordial assent to his conclusions. He pledged himself to the advocacy of measures necessary to consummate so desirable an object in a higher sphere of usefulness than the arena of a public platform, and we sincerely hope, when the hon. gentleman is again in a position to direct the Councils of his native Province, that he will identify his name with the movement, and persevere in urging the policy on the attention of the legislatures of the other colonies, and ultimately an agreement between them for its adoption. Colonial Free Trade once established, and a permanent railway connection, as heretofore advocated in these columns, in operation between the three continental provinces—the union of the whole, either of a federal or legislative character, would speedily follow. On this subject Mr. Howe touched but slightly, and many of his auditors were much disappointed in consequence, as the views he was expected to enunciate would have been accepted as finger posts to guide the populations interested in this momentous question to a decision. In alluding to the exertions made by Canada to terminate the Hudson Bay monopoly, the honorable gentleman indicated a necessity for a united action on the part of the maritime provinces, to second the efforts of the Canadian Government with the Imperial authorities; and, so far as we can judge of public opinion with us, we can say there would be no hesitation on the part of New Brunswick, to aid their colonial brethren in attaining their object. It is not an uninteresting fact, as detailed by Mr. Howe, that these British North American Provinces now contain three millions of inhabitants whose rate of increase, is to double every twenty years. In intelligence, industry, and material wealth, taken in the aggregate, we may, without a charge of egotism, assume Britain to be superior to any nation of Continental Europe, of treble her present population. And when, in addition, we can point to numbers of native born statesmen—men of practical knowledge, and an acquaintance with the nicest subtleties of political economy—men who can think, and who can speak, and make their thoughts known in words that burn, and which impress conviction on an auditory with a power not surpassed by the titled diplomats, or orators of European name and fame, we ask ourselves how long a time will elapse “before this people will become conscious of their power, and will seek to take their place, and claim their right to a seat and a vote in the great Congress of the nations.”

If these North American Provinces were united and their social institutions organized, what an outwork of strength would they prove to be to the father-land at the present threatening attitude of France! How many of the 600,000 fighting men which these Provinces could muster, as spoken of by Mr. Howe, would rush to the rescue, and to punish the invaders of the sacred soil of Britain? Would not our weight in such a situation turn the scale of Imperial controversy, and tend to check the pretensions and arrogance of the most powerful despots.

Knowledge is its own exceeding great reward. It is not to be gained by wishing, nor acquired by dignity and wealth. The student, whether rich or poor, must read, think, remember, compare, consult, and digest, in order to be wise and useful.

## IV. Papers on Lord Macaulay.—In Memoriam.

### 1. RIGHT HON. THOMAS, LORD MACAULAY.

(Biographical Sketches, No. 5.)

The sudden death of Lord Macaulay, one of the greatest literary men of the age, has been announced. He died at Kensington, on the evening of Wednesday, the 28th December, in the 59th year of his age, having been born at Rothley Temple in Leicestershire on the 25th of October, 1800. He was the son of a London merchant, Zachary Macaulay, famous for his exertions on behalf of the African race, but the family belonged to the Highlands of Scotland, where Zachary Macaulay's father and uncle were ministers of the Kirk of Scotland. After carrying off high academic honours at Cambridge, he soon attained pre-eminence as a poet, an essayist, a historian, and an orator. His first decided literary success was his article on Milton in the *Edinburgh Review* in 1826. It abounded in ornate passages which his later and severer taste condemned, but nothing less dazzling could have created a reputation so sudden. To the Marquis of Lansdowne he was indebted for his entrance into Parliament for the borough of Calne in 1830, a seat, then as now, in the nomination of Lord Lansdowne, and it soon became evident that the Whig party had gained, in his single person, a prodigious accession of strength. From that moment, power, emolument and high rank were within his easy reach. His speeches were the most luminous and brilliant of his age. Less varied than O'Connell, and less poetical than Shiel, he was altogether unrivalled in his stores of historical reference, and in the mingled lucidity and fervour of his logic. Unlike Peel he never seemed to be troubled with a nice balancing of difficulties. He saw at a glance the clear course before him, and he followed it, with his oratory always at white heat. In 1834, Macaulay accepted a lucrative post as a member of the Supreme Council of Calcutta, but returned to England three years afterwards. He was elected as a member for Edinburgh in 1839, and became Secretary at War in the same year. In consequence of his speech in favour of the Maynooth grant, he was rejected in 1847, but in 1852, he was spontaneously re-elected. After a few Sessions, he retired from the House of Commons, and only about two years ago he was raised to the peerage. Lord Macaulay was unmarried, and his title dies with him. But his place in his country's literature is among the immortals. His ballads of the Spanish Armada and the Battle of the League, his magnificent essays on Lord Clive and Warren Hastings, and his History of England, although only a colossal fragment, will endure while language lasts. The *Times* says no death which we could chronicle will be more deeply or more widely lamented than that of Lord Macaulay. His loss is not simply that of a great man. It is the loss of a great man who had accumulated immense stores of information that perish with him. As on the funeral pile of some Oriental potentate the wealth of a province is heaped up to be burned, we see passing with the historian into the darkness of the grave not only a majestic mind which sooner or later must have gone from among us, but also the vast acquisitions of this mind, which we fancy might have remained to us forever. Macaulay's wealth of information was almost incredible, and in all his writings, in his speeches, in his conversations, he poured it forth so lavishly, and yet so carefully, that the reader and hearer scarcely knew which to admire most—the extent of his knowledge, or the felicity with which he had brought it to bear upon the matter in hand. He had more intimate acquaintance with English history than any man living, or perhaps any man who ever lived. His acquaintance with it was not a barren knowledge, but it had fructified into political wisdom, and no pen could surpass his in the description of what he knew and thought and felt. The death of such a man is more than a common loss—is more than the loss of a man equally great in other departments of literature. The material which he handles gives to the work of the historian a value which the work of no other artist enjoys. A great novelist or a great poet may be compared to a worker in colours, which have no value except in the arrangement given to them by the artist. A great historian, on the other hand, is a worker in gold and silver and precious stones, which have a value independent of their workmanship bestowed on them. It requires a great mind to elicit the facts, but the facts have a value in themselves, and if they are not transmitted by the historian who is in possession of them, the loss which we sustain is not comparable to that of an additional poem or new novel from the poet or novelist too soon struck down. Macaulay is cut off in his 60th year, and in the midst of his work. Who is to finish what he has begun? Who is to make good wherein he has failed? The deep regret for such a loss which will be universally felt wherever the English language is spoken will be mingled with surprise at its suddenness. Only on Monday last Lord Macaulay had entertained his family at a Christmas party. It is true that for some years he had suffered from an affection of the heart, and three weeks ago he had a return of threatening symp-

toms. But he appeared to rally again; the symptoms, although serious were not alarming; and at the Christmas party on Monday last he was so far unlike himself as to be rather silent. If Sidney Smith had been there, he would not have had to complain, as he once did, that he longed for some "brilliant flashes of silence;" and yet in spite of Lord Macaulay's quietness, his friends in parting with him that night little thought that in less than eight-and-forty hours he would be no more for this world. On Wednesday evening, about 8 o'clock, he died in a fainting fit, without the least pain.—*Family Herald, Montreal.*

## 2. LORD MACAULAY'S FUNERAL IN WESTMINSTER ABBEY.

The funeral cortege started in the morning (Jan. 9th) from the late residence of the deceased, at Holly-lodge, Camden Hill, Kensington. This beautiful little villa adjoins the house occupied by the Duke of Argyll, between whom and the late peer there was a most close and intimate friendship. In the retirement of this half-country residence Lord Macaulay had lived for some time, passing the greater part of the day in the library of the British Museum, and the greater part of each evening and night in arranging the immense mass of materials which, from all sources, he had gathered for his history. The procession was fixed to leave Holly-lodge at 11 o'clock, but before that hour the route along which it was to pass was marked by a dense line of spectators. All the houses of the nobility and gentry in the neighborhood of Holly-lodge were of course closed, while nearly all the houses along the route from Kensington to Knights-bridge, and through Grosvenor-place towards the Abbey, were either half or entirely shut up.

The pall was borne by the Lord Chancellor and the speaker of the House of Commons, who may be looked upon as representing the two assemblies over which they preside. The pall bearers were the Duke of Argyll, Lord John Russell, Lord Shelburne, Lord Stanhope, Sir David Dundas, and the venerable Dean of St. Paul's, Rev. Dr. Milman.

Close behind the coffin, in order, followed the mourners. On the right of the choir, in the stalls, some female relations of the great historian were seated, in deep mourning.

As the melancholy procession advanced up the nave, Dr. Croft's anthem, "I am the resurrection and the life," was sung with a solemn measured cadence, that had an inexpressibly touching effect, as the lament pealed forth through the Abbey, till its moaning echoes were almost lost in the distance. Arrived at the choir, the body was deposited inside the screen; the mourners and pall-bearers remained aside in the stalls, while the 39th Psalm, "I said I will take heed to my ways that I sin not with my tongue," was slowly chanted to Purcell's beautiful music. After the Lesson—"Now is Christ risen from the dead and become the first fruits of them that slept"—was sung Spohr's magnificent hymn, "Blessed are the dead that die in the Lord." During this most solemn cadence the mourners and pall-bearers again resumed their station round the corpse—the funeral procession was again formed, and proceeded with slow steps to where the grave was dug in Poets' corner. Arrived here, the pall, which had till then completely hidden the coffin, so as only to allow a glimpse of the coronet and arms to be seen on the foot of it, was removed, and the coffin for a moment deposited by the side of the grave. Then, as the mourners grouped themselves around it, it was again lifted over the narrow aperture and slowly sunk into its last resting place. As is customary at all funerals, there was a moment's pause after the body had disappeared from view forever, and then arose Croft's touching anthem, "Man that is born of a woman hath but a short time to live," the notes and words of which echoed along the lofty aisles like the wail of many mourners. Purcell's "Thou knowest Lord," having also been slowly sung, then was said the prayer commencing "Forasmuch as it has pleased Almighty God of His great mercy to take unto Himself the soul of our dear brother here departed," amid solemn silence. It was only broken by the sharp quick rattle of the gravel as it fell upon the coffin. Then was sung Croft's anthem, "I heard a voice from Heaven saying unto me, write 'From henceforth, blessed are the dead which die in the Lord; even so saith the Spirit, for they rest from their labors.'" At the termination of all was sung Handel's magnificent hymn, "His body is buried in peace, but his name liveth evermore;" and this concluded the ceremony. All who had been assisting at the funeral then quitted the grave, and returned to the western entrance, the "Dead March in Saul" being played as the mourners slowly retired. Those who had been present, but not taking part in the ceremony were then allowed to pass the barricade and inspect the grave. As in most of our old cathedrals, there are no vaults beneath Westminster Abbey, so that the grave is dug down at once into the gravel beneath the stones. The grave of Macaulay seemed about ten feet deep, and almost as broad as it is long, so much that the coffin appeared to rest in a deep square

chamber of gravel. At one side on, the left, was what seemed to be part of the side of another coffin, which, if it was a coffin at all, must have been that which contains the remains of no less a genius than Sheridan. In the uncertain light, however, which penetrated to the bottom of Macaulay's last resting place, it was hard to judge distinctly. In a few minutes after the ceremony was over, most of those who had assisted at it had quitted the Abbey. Shortly after, preparations were made for filling in the grave and replacing the pavement of Poet's corner as it was before it was destined to make room for its last tenant. In a few days more the slabs which mark the resting place of other great men will be replaced; the monument of Addison restored, and leave perhaps only the freshly gilt letters to show where lies the great historian—the last but not the least of those who slumber in Poet's corner, "whose bodies are buried in peace, but whose names liveth evermore!"

## 3. THE DESCENDANTS OF GREAT MEN IN ENGLAND.

In the obituary notices of the late Lord Macaulay, it was stated that he left no family behind him. It is a strange coincidence that the greater number of men noted for mechanical genius, like many of those famous in literature, science and government in Great Britain, have left no children to perpetuate their names. Shakespeare, Milton, Bacon, Newton, Harvey, Pope, Mansfield, Pitt, Fox, Gray, Cowper, Collins, Thomson, Goldsmith, Gay, Congreve, Hume, Bishop, Butler, Locke, Hobbs, Adams, Adam Smith, Bentham, Davy, Sir Joshua Reynolds, Flaxman, Sir Thomas Lawrence, Robert Stephenson, and others well known to fame in British annals, have no lineal representatives now living.

## 4. LOSS TO HISTORY IN THE DEATH OF LORD MACAULAY.

Westminster Abbey was yesterday the witness of a solemnity which has an interest not only for Englishmen, but for every community among which our language is spoken. The most powerful, popular, and versatile writer of our time was borne to the grave with all the honors which it is in the power of friends and admirers to bestow. Genius and rank and official dignity met to pay the last sorrowful tribute to one whose name has added new lustre to the country he so proudly loved. In the old Abbey, which has for centuries been associated with all that is great and noble in our history, among the remains of men widely diverse in genius and character, but whose various greatness his large mind enabled him to appreciate, Lord Macaulay now sleeps. No more fitting honor could have been paid to the illustrious dead than to lay his bones among those whose history he has recounted, and whose characters he has so hapily sketched. No honor can we conceive more in accordance with what we know of his own feelings. Addison, at the foot of whose monument Lord Macaulay lies, moralised in his time on the Abbey in that eloquent and touching language which is known wherever the English language is read. It was with a peculiar fitness that he was in his turn laid in the spot which he had helped to consecrate with his genius. So with Macaulay. In his writings he repeatedly alludes to the great burial place of Englishmen, in terms which show how much his feelings and fancy were moved by this kind and national canonization. Yesterday those whose praise he valued assembled to pay to him that tribute which he looked upon as the last and highest crown of fame. \* \* \* \*

Sorrow they needs must, both for the sake of the departed and of his country. How much has been lost by the premature death of this gifted man we can never know. It is if a unique museum or a library of precious and uncopied manuscripts had been suddenly destroyed. Lord Macaulay has given us in his history the narrative of the Revolution and the Reign of William III. How complete, how graphic they are, we all know; and yet there is a reason to believe that the author had hardly arrived at the period which he had principally studied, and which he would have treated with the most consummate ability. If he had been spared to write the wars of Marlborough, the Accession of the House of Hanover, and the Administration of Walpole, to criticise the literature of Queen Anne's time, and sketch the rise and progress of colonial America, we might have possessed pictures even more striking than those which represent the fall of James and the struggles between William and the French king. All the accumulated materials of so many years have perished, for they were preserved as they only could be, in the brain of the historian. The lore of a Macaulay resembles in nothing the "notes" of an average writer, for it consists not in mere isolated facts, but in analogies, parallels and instructions which no one can develop but he who has originated them. The loss is not England's alone. It is a chief glory of the deceased that his principal work was as much read, and perhaps more studied, abroad than at home. We in this country, though the volumes



told us much that was new, yet had previously a pretty clear notion of our Revolution and the spirit in which it was carried out; but for the first minds on the Continent it was little short of a revelation. The two volumes which recount the errors and the fall of James appeared at a time when Europe had been just convulsed by revolution, and a short period of anarchy was about to be succeeded by a despotism more heavy and unsparing than ever. Those who had been accustomed for years to find in the "Left," of Louis Philippe's Chamber the only true exponents of liberal principles, and in the "sacred right of insurrection," the best means of redressing political grievances, were astonished and charmed with the history of a revolution effected without carnage or proscription, according to forms handed down for centuries, and by men who had never forfeited for an hour the right to be called in the truest sense Conservative. These volumes of Lord Macaulay have been described by a German writer as a text book for the students of liberty, and the praise is well deserved. No work of our time has had so great an effect on other nations, has so much brought home to the imagination of our readers the moral greatness of England, has done more to discredit the teachings of visionaries and revolutionists. The history of this country is becoming more and more the central history of the world, the record which all nations are uniting to examine and explore. The spread of the English race and the genius of our mediæval history are as familiar to the modern world as the wars of Troy and Thebes were to the ancient. Something like this Macaulay succeeded in accomplishing for the periods of which he treated. His narrative of the Revolution, his sketches of conquerors of India, gratified beyond any writings of our time the curiosity which is felt about all that throws a light on the building up of the British Empire. In him his country loses not only one who instructed her, but one who impressed on the world her claim to be a light among the nations.—*Times*. [The *Edinburgh Review* for January has a singularly graphic estimate of Lord Macaulay's literary powers.]

##### 5. THE CHARACTER OF LORD MACAULAY'S HISTORY.

The History of England, which forms the most authentic title of Lord Macaulay to a lofty place in the remembrance of posterity, was first announced soon after his rejection by the electors of Edinburgh in 1847. Two volumes made their appearance during the following year; two more were published in 1855; and a further instalment was expected at about the time in which we now hear of the death of the author. Few works of recent date have been received with more enthusiastic admiration. In spite of obvious defects, neither small in magnitude, nor few in number, these volumes possess a charm, in their life-like representation of events, their sagacious exposition of secret motives and subtle intrigues, their graphic sketches of personal biography, the brilliant coloring with which they portray the manners and character of the English people of a past age, and their wealth and beauty of illustration, which is yielded by scarcely another production of this epoch of noble historical composition. One great secret of Lord Macaulay's power in the construction of narrative was the zeal with which he was in the habit of visiting the localities described in his history, and sketching his pictures from materials derived on the spot. The room is still shown at a little inn, near the scene of the Duke of Monmouth's defeat at the battle of Sedgemore, which the historian occupied for several weeks, pursuing his researches in the neighborhood, with diligent minuteness, and writing that portion of his narrative while the facts and impressions were fresh in his mind.

It has been alleged by hostile pens that Lord Macaulay was destitute of heart—that his life was mainly intellectual, brilliant and stimulating, but cold and barren as regards the highest part of human nature. Those, however, to whom he was better known, aver that his faculties were as nobly employed as they were lavishly given. Certain it is that no coldness or apathy is betrayed in the composition of his history. If he sometimes permits his prejudices to blunt his sense of justice, as in the case of William Penn, if he can see no beauty or nobleness in the character of a religious enthusiast like George Fox, he never fails to glow with indignation at what he regards as moral turpitude, and to rise into eloquent sympathy at the spectacle of public virtue and sincere devotion to truth and freedom. The brightest features in the character of Lord Macaulay are forcibly stated by a London cotemporary, and with it we close our own sketch.

"The purest moral tone pervades the fearless controversial discussion of the most difficult social, moral and religious questions. By no one have the principles of toleration been so ably and clearly expounded, by no one has the dividing line between religion and superstition been so fearlessly drawn. No author rests so entirely on solid and manly good sense. Lord Macaulay never wasted his fine faculties and splendid powers of exposition on the barren subtleties of metaphysics, or the abstract dogmas of polemics. A true friend of liberty, he preferred to deduce it from the immemorial

practice of our ancient Monarchy, instead of from the fallacious doctrines of natural right. He had studied our Constitution till he had become instinct with its spirit, and forever removed the difficulties from many of the most intricate as well as the most important periods of our history. Unlike the modern class of historians, who are forever trying to deify force and to exalt success, to make a sensual and cruel tyrant into a paternal king, or a brutal drunkard into a model of commanding intellect, Macaulay had no love for paradox; his homage was reserved for what he thought true and right, and he is utterly guiltless of setting up as idols for the multitude what he himself loathed and despised. If he wrote with a party bias he honestly avowed it, because he was alike incapable of the affectation of Hume or the icy indifference of Gibbon. There is not a line of his works that a lady might blush to read, not a sentiment that an honest man need be ashamed to utter. He has done more than any writer in our history to form the mind of his countrymen, and we cannot wish our rising youth a better preceptor. He is gone, but his name will be as imperishable as our language when we also are gone. His works may be quoted at some future period as a specimen of the brightest development of the practical English mind, and the best example of the political wisdom which experience has taught us."—*N. Y. Paper*.

##### 6. LORD MACAULAY'S FIFTH VOLUME—HIS LETTERS—HIS HISTORY IN ITALY.

Respecting his history, the *Post* says:—"We understand that Lord Macaulay has left behind him the materials for another volume, the publication of which may, for private and family reasons, be some time delayed. But whatever delay may unavoidably occur in the publication of the narrative of William III. and Queen Anne's times, we sincerely trust that at no very distant period our country may be instructed and enriched by a faithful account of the part which the historian played, of the friendships which he formed, of the judgments which he passed on the men and measures of the times in which he lived himself. If we might judge from those specimens of his correspondence which it has been our fortune to peruse, a collection of Lord Macaulay's letters extending over the last thirty years would be a history of England in the age of Canning and Grey, of Peel and Palmerston, quite as fascinating, quite as brilliant, but infinitely more instructive, than Horace Walpole's chronicle of the age of Chatham and Lord North."

The *Perseveranza* of Milan contains a tribute to the memory of the great historian, whose sudden and irreparable loss leaves one of the grandest monuments of our literature an uncompleted fabric. The prose works of Macaulay are very popular in Italy. Of his history there is a masterly translation, as yet unfinished, by P. Emiliani-Guidici (Florence, Le Monnier), and another by Cesari Rovigo, published at Turin.

##### 7. LORD BROUGHAM'S ADVICE IN REGARD TO THE EDUCATION OF LORD MACAULAY.

In a letter written by Mr. (afterwards Lord) Brougham, in March, 1823, to Zachary Macaulay, Esq., father to the great Historian, he gives the following admirable advice which is no less appropriate now in the Education of young men, than it was in the case of Lord Macaulay. Lord Brougham says,—“My principal object in writing to you is to offer you some suggestions, in consequence of some conversation I have just had with Lord Grey, who has spoken of your son (at Cambridge) in terms of the greatest praise. He takes his account from his son; but from all I know, and have learnt in other quarters, I doubt not that his judgment is well formed. Now you, of course, destine him for the bar, and, assuming that this, and the public object incidental to it, are in his views, I would fain impress upon you (and, through you, upon him), a truth or two which experience has made me aware of, and which I would have given a great deal to have been acquainted with earlier in life from the experience of others.

“First, that the foundation of all excellence is to be laid in early application to general knowledge is clear; that he is already aware of; and equally so it is (of which he may be not so well aware) that professional eminence can only be attained by entering betimes into the lowest drudgery, the most repulsive labors of the profession; even a year in an attorney's office, as law is now practised, I should not hold too severe a task, or too high a price to pay, for the benefit it must surely lead to; but at all events the life of the special pleader, I am quite convinced, is the thing before being called to the bar. A young man whose mind has once been well imbued with general learning, and has acquired classical propensities, will never sink into a mere drudge. He will always save himself harmless from the dull atmosphere he must live and work in, and the sooner he will emerge from it, and arrive at eminence. But what I wish to inculcate especially, with a view to the great talent for public speaking which your

son happily possesses, is that he should cultivate that talent in the only way in which it can reach the height of the art, and I wish to turn his attention to two points. I speak on this subject with the authority both of experience and observation; I have made it very much my study in theory; have written a great deal upon it which may never see the light, and something which has been published; have meditated much and conversed much on it with famous men; have had some little practical experience in it, but have prepared for much more than I ever tried, by a variety of laborious methods, reading, writing, much translation, composing in foreign languages, &c., and I have lived in times when there were great orators among us; therefore, I reckon my opinion worth listening to, and the rather, because I have the utmost confidence in it myself, and should have saved a world of trouble and much time, had I started with a conviction of its truth.

"1. The first point is this,—the beginning of the art is to acquire a habit of easy speaking; and, in whatever way this can be had (which individual inclination or accident will generally direct, and may safely be allowed to do so,) it must be had. Now I differ from all other doctors of rhetoric in this,—I say, let him first learn to speak easily and fluently, as well and as sensibly as he can no doubt, but at any rate let him learn to speak. This is to eloquence, or good public speaking, what the being able to talk in a child is to correct grammatical speech. It is the requisite foundation, and on it you must build. Moreover it can only be acquired young, therefore let it by all means, and at any sacrifice, be gotten hold of forthwith. But in acquiring it, every sort of slovenly error will also be acquired. It must be got by a habit of easy writing (which, as Wyndham said, proved hard reading;) by a custom of talking much in company; by speaking in debating societies, with little attention to rule, and mere love of saying something at any rate, than of saying anything well. I can even suppose that more attention is paid to the matter in such discussions than in the manner of saying it; yet still to say it easily, *ad libitum*, to be able to say what you choose, and what you have to say,—this is the first requisite, to acquire which everything else must for the present be sacrificed.

"2. The next step is the grand one,—to convert this style of easy speaking into chaste eloquence. And here there is but one rule. I do earnestly entreat your son to set daily and nightly before him the Greek models. First of all he may look to the best modern speeches (as he probably has already;) Burke's best compositions, as the *Thoughts on the Cause of Present Discontents*; speech 'On the American Conciliation,' and 'On the Nabob of Arcot's Debt;' Fox's speech 'On the Westminster Scrutiny' (the first part of which he should pore over till he has it by heart;)' 'On the Russian Armament;' and 'On the War,' 1803; with one or two of Wyndham's best, and a very few, or rather none, of Sheridan's; but he must by no means stop here. If he would be a great orator, he must go at once to the fountain head, and be familiar with every one of the great orations of Demosthenes. I take for granted that he knows those of Cicero by heart; they are very beautiful, but not very useful, except perhaps the *Milo pro Ligario*, and one or two more; but the Greek must positively be the model; and merely reading it, as boys do, to know the language, won't do at all; he must enter into the spirit of each speech, thoroughly know the positions of the parties, follow each turn of the argument, and make the absolutely perfect and most chaste and severe composition familiar to his mind. His taste will improve every time he reads and repeats to himself (for he should have the fine passages by heart), and he will learn how much may be done by a skilful use of a few words and a rigorous rejection of all superfluities. In this view I hold a familiar knowledge of Dante to be next to Demosthenes. It is in vain to say that imitations of these models won't do for our times. First, I do not counsel any imitation, but only an imbibing of the same spirit. Secondly, I know from experience that nothing is half so successful in these times (bad though they be) as what has been formed on the Greek models. I use a very poor instance in giving my own experience, but I do assure you that in both courts of law and Parliament, and even to mobs, I have never made so much play (to use a very modern phrase) as when I was almost translating from the Greek. I composed the peroration of my speech for the Queen, in the Lords, after reading and repeating *Demosthenes* for three or four weeks, and I composed it twenty times over at least, and it certainly succeeded in a very extraordinary degree, and far above any merits of its own. This leads me to remark, that though speaking, with writing beforehand, is very well until the habit of easy speech is acquired, yet after that he can never write too much; this is quite clear. It is laborious, no doubt, and it is more difficult beyond comparison than speaking off-hand; but it is necessary to acquire the habit of correct diction. But I go further, and say, even to the end of a man's life he must prepare word for word most of his finer passages. Now, would he be a great orator or no? In other words, would he have almost absolute power of doing good to mankind, in a free country, or no? So he wills this, he must follow these rules."

## V. Papers on Practical Education.

### 1. MISS COUTTS' ADDRESS TO SCHOOLMISTRESSES.

In November last, Miss Burdett Coutts visited the National Society's Training Institution for Schoolmistresses at Whitelands, and kindly presented to eighteen of the students prizes for general usefulness, for good needlework, and for progress in needlework. We extract the following valuable remarks from the address of Miss Coutts to the students on the occasion:—

"Before reading the names of those to whom prizes have been awarded, I would briefly refer to the object for which they are given, especially those I have termed "progress prizes." They would greatly fail in their object if considered only as intended for personal encouragement. That is certainly one object; but it is also to be wished that they should be regarded as suggestive of plans and principles to be brought forward in schools hereafter to be placed under your care as schoolmistresses, especially to those amongst you who will shortly enter on active school duties. Among the first points to which your attention will be early directed will be, "The best means of encouraging those children who, either from the defects of their early training, or from natural inaptitude for learning, do not rise rapidly in their classes, and yet who strive to do well." This will require consideration. A large proportion of such children is to be found in every school, and their management is always a cause of anxious thought to conscientious teachers; for it is not easy to give to these the encouragement they need, and not to cause others to relax in their efforts to attain to excellence. It is difficult to give any rule upon this and similar points of school management; and in the skill and delicacy with which they are managed consists the superiority of one teacher over another. But *one* rule, which it is hoped the progress prizes may suggest, seems safe and just, and is found to work well—namely, that any child who persistently and continuously exerts itself to improve should at certain intervals receive positive encouragement, when a sufficient time has elapsed to show that progress has been made.

Another point to which it is intended these prizes should draw attention, is the expediency of adopting some means of diffusing throughout the whole school a general impression that much stress is laid upon the attention given to instruction in needlework; and that those children who are attentive, and who endeavour to improve in this particular, are not unnoticed, though they may not make such rapid progress as some of the other children.

You will find it very necessary to secure attention to, and improvement in, needlework throughout the school. Year by year, industrial training seems more and more valued; and needlework is of primary importance, both from its intrinsic value to girls, and from its being that part of industrial work which can be most practically and efficiently taught in schools.

The object of the prizes given by me have been confined to needlework and industrial instruction, because I conceive these to be of the greatest moment, not only to children in National schools, but also to yourselves; and whenever an opportunity offers, I feel the deepest anxiety to impress upon all (I may almost say) the indispensable obligation due to society, that girls of every rank should receive practical instruction in needlework, and possess a sound knowledge of domestic economy. I have striven so very earnestly to obtain a recognition of this principle, that I sometimes fear, as respects needlework at least, I may seem to attach an undue importance to it; and to me therefore, it seems not uncalled for if I enter somewhat more minutely on the present occasion upon some of the reasons which induce myself, and others who think with me, to feel so earnestly on this subject.

Many of these are within the range of your own experience; for you must have noticed how great a difference the knowledge and practice of needlework makes in a home. You will all feel, too, that it tends to cement the ties of family affection; for the little comforts furnished, or the little gifts made and received with so much pleasure, are familiar to us all; and you will all be ready to admit that skill in needlework promotes habits of economy, but economy has roots which strike deep, and produce results which may not at first be so easily observed. It was the wont of the greatest soldier England ever had, and one of the most acute observers of the principles from whence spring the actions of men (the "great duke," as he was commonly called when amongst us), that "economy was the parent of generosity." Trace this throughout, and you will find that the apparently humbler branches of instruction may play a more important part in forming the character than you would at first sight have imagined.

I will also say a few words on "the Uniformity of School-routine."

The regularity with which each class is refilled, as the younger children grow up and the elder leave, has a tendency to check that adaptation of instruction which is indispensable in order to produce

any abiding influence on the mind. In infant schools this is especially the case, for there exists so much similarity between children of a tender age, that, when passing before one in numbers, it is difficult to remember that each little one has its distinctive individuality as strongly as one's own, when seen and known separately; for how common is the remark, "that the child is father to the man."

Sometimes, too, surprise is expressed that a person should turn out so differently to what he or she was as a child. Whether the remark be for evil or good, it shows how distinctive was the individuality of the child at the time. What image is there that remains more vividly impressed upon the mind, after the lapse of long, long years "than the little traits and baby peculiarities of some of Christ's lambs" taken early to their rest—safe, as we fondly hope, with Him who "suffered the little children to come unto Him" while on earth. You should be very jealous over yourselves, and watch that your perception of this individuality does not in time become blunted. Indeed, it requires a missionary spirit to carry out this great work of education—the spirit of those who give all, and go forth, setting their face as a flint against disappointment and difficulty and trouble, to do the work of Christ; and, above all, without this spirit you will not teach effectually. And while you teach your children, forget not that you yourselves will ever need to remember that you cannot do these things in your own strength.

I have now only to present these books to you, which I am sure you will all value as remembrance of this place, and of which I am sure you will always retain an affectionate remembrance."—*English Educational Record*.

## 2. SHORT RULES FOR TEACHERS OF COMMON SCHOOLS.

### OPENING AND CLOSING.

1. Be at the school room one hour before the time for opening school.
2. Permit no unnecessary noise, entering, departing, or during recess.
3. Be uniformly strict, and as uniformly kind.
4. Call up and dismiss the members of classes, one by one, and dismiss the school in the same way.
5. Walk lightly on the floor and stairways, opening and closing the doors easily, and require the same of the pupils.
6. Keep a vigilant eye upon the pupils during play-time.
7. Perform no duty hastily, and leave no duty undone.
8. Take sufficient time to have the books all put in proper places, before calling the roll, and dismiss with singing.
9. Require the school to sit perfectly still, one minute before dismissal.
10. Be the last at the school-room, and notice, before leaving, that all is right.

### SPELLING.

Require the pupils to observe the following rules:

1. To spell on the book, off the book, on the slate, and to give definitions.
2. To review all the difficult words in every lesson, before dismissing the class.
3. Review the same difficult words at the commencement of the next recitation.
4. Select all words with double consonants, and spell them separately.
5. In the same manner, select all words having silent letters, and spell them.
6. Have the list of words read without spelling.
7. If of more than one syllable, have them accented improperly and then properly.
8. Have the vowels named and the sounds given as indicated.
9. Require them to repeat all difficult sounds, until they can pronounce them correctly.
10. Have some of the words written, first with, and second without syllabication.

### READING.

Require the following rules of the pupils:

1. To read as if they were conversing.
2. To read loud enough to be heard all over the room.
3. To enunciate every word distinctly: such as *every*; not *ev'ry*.
4. To understand perfectly what they read.
5. To communicate all they know of a lesson, with readiness.
6. To regard the length of the pauses and the interrogatory sentences.
7. To give each word its proper emphasis.
8. To select lessons and books which contain the more important facts.
9. To answer *original* as well as printed questions.

10. Not to read when the mind is not prepared for entering entirely into the subject-matter.

### PENMANSHIP.

Require the pupil to observe the following rules:

1. To have in the mind a pattern for every letter and figure before making it.
2. To place the letters of every word an equal distance apart.
3. To make all long letters one length, and all short letters one length, the latter half as long as the former.
4. To incline all the letters equally and about thirty-three degrees from perpendicular.
5. Dot the *i*'s, and cross the *l*'s.
6. To write with nothing but good ink and good pens.
7. To prevent the oil of the hands coming in contact with the paper.
8. To keep neat and clean copy books and manuscripts.
9. To hold the pen in the proper manner, and to move it with ease.
10. Never to write in the cold morning, or soon after play.

### ARITHMETIC, ETC.

1. To recite mental arithmetic and primary geometry, without the book.
2. To analyse questions methodically, having the reasoning arranged logically.
3. To take time to the solution, and to perform it without perturbation.
4. To understand one solution well before going to another.
5. To repeat all the difficult solutions two or three different times.
6. To put all written solutions in arithmetic down in a methodical form, and, if practicable, on paper.
7. To have all the tables accurately memorized before using them.
8. To solve every sum on the slate first, and then on the board.
9. To explain fully, clearly, and logically, every solution.
10. To make every figure and every sign according to the best pattern.

### LECTURES.

Teachers should lecture occasionally on subjects like the following, viz.:

1. Object lessons, every Friday afternoon.
2. The necessity of learning obedience to law.
3. The benefits arising from early habits of system, industry, and regularity.
4. The great advantages resulting from habits of cleanliness, especially in keeping books.
5. The increasing necessity of a knowledge of the common sciences.
6. The humanizing influence of music.
7. The social benefits arising from the co-education of the sexes.
8. The good results flowing from obedience to parents and teachers.
9. The great dangers resulting from idleness and truancy.
10. The physical and moral advantages of cultivating a cheerful spirit.—S. B. McCORMICK, in *Pennsylvania School Journal*.

## 3. THE EDUCATION MOST NEEDED.

The idea too commonly prevails that a mere knowledge of books is the beginning and end of education. The sons and daughters, especially of the rich, grow up with this notion in their heads, in idleness, as it were, with little idea of the responsibilities that await them. Their nature revolts at the mention of "labor," not dreaming that their parents before them obtained the wealth they are so proud of by industry and economy. How many young men, college bred though they may be, are prepared to manage the estates which their fathers possess, and which it may have required a lifetime to acquire?

How many young women, though they have acquired all the knowledge and graces of the best schools, know how to do what their mothers have done before them, and which the daughters may be compelled to do at some period of their lives? The children of the poor have to labor or starve, and as far as that goes they are educated to be practical. The education that scoffs at labor, and encourages idleness, is the worst enemy for a girl, man, or woman. Instead of ennobling, it degrades; it opens up the road to ruin. The education which directs us to do what we are fitted to do—that respects labor—that inculcates industry, honesty, and fair dealing, and that strips us of selfishness, is the education we do need, and that which must become the prevailing system of the country before we can be a people either happy or prosperous.—*N. Y. Express*.

#### 4. WE SHOULD HAVE EDUCATED FARMERS.

There is no reason why men of the very highest education should not be farmers. If a son of mine were brought up on purpose to be a farmer, if that was the calling which he preferred, I still would educate him, if he had common sense to begin with. He would be as much better for it as a farmer as he would as a lawyer. There is no reason why a thoroughly scientific education should not be given to every farmer and to every mechanic. A beginning must be made at the common school. Every neighborhood ought to have one. But they do not grow of themselves. And no decent man will teach school on wages which a canal-boy or a hostler would turn up his nose at. You may as well put your money into the fire as to send it to a "make-believe" teacher—who teaches school because he is fit for nothing else! Lay out to get a *good teacher*. Be willing to pay enough to make it worth while for "smart" men to become your teachers. And when your boys show an awakening taste for books, see that they have a good school library with books of histories, travels, and scientific tracts and treatises. Above all do not let the boy get a notion that if he is educated he must, of course, quit the farm. Let him get an education that he may *make a better farmer*. I do not despair of yet seeing a generation of honest politicians. Educated farmers and educated mechanics, who are in good circumstances and *do not need office for support*, nor make politics a trade, will stand the best chance of honesty.—*Beecher's Fruit, Flowers, and Farming.*

### VI. Papers on Natural History.

#### I. ARTIFICIAL SALMON BREEDING—PLANTING OYSTER-BEDS IN THE ST. LAWRENCE.

A correspondent of the *N. Y. Times* under date of February 1st, writes from Quebec as follows:

The Legislature of Canada passed a Fishery Act, about two years since, for the regulation, protection, and encouragement of the inland as well as the Gulf fisheries; and two Superintendents of Fisheries were appointed—one for Upper one for Lower Canada, each with a staff of suitable overseers, &c. The Upper Canadian official has made but little progress in his duties; the Lower Canadian a great deal. But I wish, in this present letter, not to treat of the subject of fisheries generally, so much as to describe the method of artificially breeding salmon adopted by the Lower Canada Superintendent, Richard Nettle, Esq., of Quebec.

In a large room, well ventilated in summer and sufficiently warmed in winter, is a tank, about eight feet by twelve, divided into two main compartments—one deep, the other shallow. The latter is again sub-divided into three divisions of different depths, from six inches to about one. Water from the city pipes—which is supplied from Lake St. Charles, up in the mountains, eighteen miles away—is kept constantly flowing into this tank, with the proper contrivances for preventing any sudden stoppage of the supply. The shallow parts of this, the ovarium, are floored with sand and stones, in imitation of a river's bed. The deep part has only a few pieces of rock at the bottom.

Salmon spawn in September, and at that time the female fish are taken with nets from the neighbourhood of their spawning-beds. A very gentle pressure makes them shed their *ova* into a pail to the number of perhaps 20,000 each, and a single male fish then suffices for the impregnation of a pailful of spawn, which is then very carefully brought to the ovarium and placed in the shallow compartments above described.

When first taken, the spawn is of a yellow colour, each little egg being of the size of a small pea, and semi-transparent. Close observation detects a little reddish spot on one part of the ovum. In a short time, this spot, which is where the impregnation occurred, grows larger and deeper in colour, while the ovum gets more and more opaque. In December, the rudimentary fish can be seen, curled up within the skin of the egg. In January, the black spots become visible—the eyes of the embryo. Towards the end of February, the little fish bursts from its confinement. Last year, the first of the spawn completed these transformations in 113 days.

When the salmon thus make their appearance, they are almost like small tadpoles, or bullheads, in form, and lie quiet among the stones for a few days until they become more shapely. Then they become lively, and rush about the tank briskly. A fly, thrown upon the water, brings a host of them up to the surface, eager for their prey. They grow but little for several months, none becoming longer than one's finger. But if these little creatures are then put into a river, they will make their way downwards into the sea, grow with surprising rapidity in salt water, and return to the same river next year weighing from four to seven pounds.

The advantages of breeding salmon artificially are several, but it

is sufficient to mention one or two. When the spawn is deposited in the rivers, it may remain barren. If it escapes this danger, the trout and other fish eagerly seek for it, and they even say that large trout will follow the female salmon at spawning time in expectation of a meal. If the eggs do, in time, give forth small fry, these have to run the gauntlet of innumerable perils before they reach the sea and grow to a sufficient size to be careless of other enemies than man or the salmon-eating otter. Thus, perhaps 99 per cent. of the spawn—certainly 90—is destroyed. By artificially breeding, that quantity lives. Mr. Nettle's experimental tank now contains about 5,000 spawn, and all are in a forward state.

Nor is fish-breeding likely to remain a mere experiment in Canada. Three large lakes, Megantic, St. Francis and Louisa, have just been leased for nine years to a Mr. DeCourtenay, a French gentleman, who lived a long time in Italy, and was President of the Fishery Company of the Lago Maggiore. Mr. DeC. will bring hither some of his old Italian employées, spend several thousand dollars in erecting and managing apparatus for artificially propagating salmon in one lake, sturgeon in another, and some other fish, in the third, and, when they are well grown, catch, and send them to New York, Boston, Montreal, &c., fresh, and to the West Indies, Brazil, &c., barreled.

Another step has been accomplished, during the year just expired, towards the development of the mine of riches our waters may be made to afford. Captain Fortin, the commander of a revenue cutter, *La Canadienne*, was instructed to lay down small seed-oysters, obtained at Caraque, at different places in the Gulf of St. Lawrence. He has done so. Next year the operation will be renewed, to see how far up the great river oyster beds can be formed. It is contemplated to make an experiment at the mouth of the Saguenay River, and thus to add another attraction to the many which cluster around that delightful spot.

### VII. Miscellaneous.

#### 1. THE RED FLAG OF ENGLAND—THE FLAG OF THE BRAVE.

Old England! thy name shall yet warrant thy fame,

If the brow of the foeman shall scowl;

Let the Lion be stirred by too daring a word,

And beware of his echoing growl.

We have still the same breed of the man and the steed,

That wore nobly our Waterloo wreath.

We have more of the blood that formed Inkerman's flood

When it poured in the whirlpool of Death:

And the foeman will find neither coward nor slave,

'Neath the Red Cross of England—the Flag of the Brave.

We have Jackets of blue, still as dauntless and true,

As the tars that our Nelson led on;

Give them room on the main, and they'll show you again

How the Nile and Trafalgar were won.

Let a ball show its teeth, let a blade leave its sheath,

To defy the proud strength of our might,

We have iron-mouthed guns, we have steel-hearted sons

That will prove how the Britons can fight.

Our ships and our sailors are kings of the wave,

'Neath the Red Cross of England—the Flag of the Brave.

Though a tear might arise in our women's bright eyes,

And a sob choke the fearful "Good by,"

Yet those women would send lover, brother or friend,

To the war field to conquer or die!

Let the challenge be flung from the braggart's bold tongue:

And that challenge will fiercely be met:

And our banner unfurled shall proclaim to the world,

That "There's life in the old Lion yet."

Hurrah for our men on the land or the wave,

'Neath the Red Cross of England—the Flag of the Brave.

#### 2. TEACHER'S MISMANAGEMENT OF PUPILS; OR, "STRAINING AT A GNAT AND SWALLOWING A CAMEL."

At the commencement of a recitation a boy comes to his teacher and says: "My father was sick last evening, and I had more than usual to do; I have been unable to learn all of my lesson. I hoped to learn it this morning, but have not had time. Will you please excuse my lesson to-day, sir? and I will make it up as soon as I can." The teacher, who wishes to impress upon the minds of his

scholars the importance of performing the tasks assigned them, and the impropriety of asking for an excuse, replies: "You must get time. If it is necessary to sit up all night you must do it. The lesson I give you must be learned at all hazards. You may receive a check and remain after school and learn your lesson."

A classmate, who had been watching with interest the result of this appeal, was more shrewd than his companion, and concluded to try another tack, for he had been off skating all the evening before and had not learned his lesson. So he asked the one next to him, to tell him such parts of his lesson as he could not recite, and keeping his finger between the leaves, so that he might peep in occasionally, managed to guess out most of his lesson. When the report was taken he answered,—"Perfect,"—and was marked accordingly, while his classmate, whose father was sick, was marked unprepared.

The boy who was truthful, honest, and did the best he could, received a check and a reproof, was marked unprepared in his lesson and detained after school, while the other, who had not looked at his lesson till he came to recite, who disobeyed his teacher by communicating, deceived in reciting, and gave in a false report, was marked perfect both in recitation and deportment.

Again; it was composition day. Mary, who composes easily and writes rapidly, has stolen time from her lessons in school, to scribble off four pages, while Sarah, who is not so good in composing, or so rapid in writing, spent four hours, of Saturday, in hard work upon her composition and has not succeeded in writing quite a page. Kate has borrowed one of her friend's old exercises and copied it off neatly. They are all handed in, examined and marked, Mary 18, Kate 20, and Sarah but 6, while she is requested to re-write and lengthen her exercise.

It is the usual time for declamation, and Master H., who is naturally bold and memorizes easily, has committed a long declamatory piece, and with a forward air steps up before the school and rehearses his piece without faltering or hesitation; while Master B., who is naturally diffident and retiring, has, with twice the exertion of his schoolmate, learned a short piece. He goes trembling upon the stage, and recites hesitatingly, and, as some of the scholars smile and laugh, he finally breaks down entirely.

He receives reproof and Master H. praise.

Again: it is recess and the scholars are upon the play-ground. James in his eagerness to catch the ball, with which they are playing, steps over the bounds and is reported for transgressing the rules of the school. William is in another part of the yard, busily engaged in trying to excite a quarrel between two little boys, and finally succeeds in getting them to blows.

The little boys are punished for quarreling, while the one who provoked the quarrel goes unrebuked.

At the close of school the scholars are requested to report communication; an honest scholar, who accidentally smiled to another before he thought of it, reported communication, received a check for it and was detained, while a deceitful scholar who had played and communicated, whenever he could do so without being observed, reported no communication and was marked accordingly.

Thus, day after day, honesty and truthfulness receive checks and reproof, while deceitfulness, lying, profanity, and many other real sins, go unpunished and unrebuked.

Do we not as teachers too often "strain at a gnat and swallow a camel?"

Do we not, in dealing with our scholars, look more to the outward act than to the motive which prompts it?

Do we not often make more ado, and punish with greater severity, things which simply annoy us, or some disobedience to the rules of the school, than we do actual wickedness and disobedience of God's law? Ought this so to be? What kind of citizens will such a course make?

Let us rather attend to the "weightier matters of the law;" even if we sometimes leave the other undone.—*Connecticut Common School Journal.*

### 3. HOW TO TREAT DULL CHILDREN.

The teacher of large school had a little girl under her care, who was exceedingly backward in her lessons. She was at the bottom of the class, and seemed to care but little about what had passed in it. During the school hours singing was sometimes employed as a relaxation, and noticing that this girl had a very clear, sweet voice, her teacher said to her:

"Jane, you have a good voice, and you may lead in the singing."

She brightened up, and from that time her mind seemed more active. Her lessons were attended to, and she made steady progress. One day, as the teacher was going home, she overtook Jane and one of her school-fellows.

"Well, Jane," said she, "you are getting on very well at school; how is it that you do so much better now than you did at the beginning of the half year?"

"I do not know why it is," replied Jane.

"I know what she told me the other day," said her companion who was with her.

"And what was that," asked the teacher.

"Why, she was encouraged."

Yes, there was the secret; she was encouraged. She felt she was not dull in everything; she had learned self-respect, and thus she was encouraged to self-improvement.

Take the hint, dear fellow-teacher, and try to reach the intellect through the heart. Endeavour to draw out the dormant faculties of your children by discriminating culture and well-timed praise. Give them the credit whenever you can, and allure them with hopeful words. Many a dull-minded child has been made irretrievably stupid by constant fault-finding, or ungenerous sarcasm. And, on the other hand, how often has a genial smile, or an approving remark awakened into new life some slow-learning scholar.—*Connecticut Common School Journal.*

### 4. A STORY FOR YOUTH.

#### SAMMY GRAVES AND THE APPLE-TREE.

As Miss Starr, the school-teacher at Princeville, was on her way home from school, farmer Brown came to his door and called to her to come in. When she had seated herself in the cool keeping room and laid aside her sun-bonnet, he thus spoke:

"I've been wanting to tell you about Sammy Graves: You know Sammy's father is a very bad man. He is a drunkard, and his two oldest boys are thieving, swearing characters. Many a bushel of fruit have I lost from my orchard by those same boys!"

"Well, last night, about dusk, as I was coming home from the field, I thought I'd come around by the orchard to look at the early sweet apple-tree, which I knew was getting ripe pretty fast. Just as I came up to it, I saw a boy coming up the road, looking behind him and stealing along, so that I knew at once what he was after, and dropped down close behind the fence to watch. It was growing quite dark, so that he could not see me.

"He walked slower and slower as he came near the tree, then stopped and looked up and down the road and across the lot. As he climbed over the fence I knew that it was Sammy Graves. He began to jump for the lower branches, which were almost low enough for him to reach, but suddenly stopped, looked down, and shook his head, then turned and ran towards the fence.

"Instead of getting over, he stood still a moment, and came slowly back to the tree, looking up into the branches. At last he broke out: 'No! no! I won't steal! Miss Starr says it is wicked, and last week she read to us out of the big Bible, how God said, *Thou shalt not steal!* No! I'll not take a single apple!' Then he ran away just as fast as his legs could carry him.

"Now, Miss Starr," said the good farmer, "when I got up from behind the fence, I could not keep the tears out of my old eyes; and I've been thinking ever since that the boy ought to be taken away from his drunken father. You see a boy like that has the right kind of stuff in him, and he'll turn out a brave man if he is well brought up! I thought I'd see you, and ask you what you knew about him, and tell you how much good your teaching has done. God bless you, ma'am! you would have felt well paid for all your hard work, if you had seen the boy, and heard him talk to himself under that tree as I did.

"You see, I told my wife it might help heal up the sore spot we've had in our hearts ever since our John died, if we should take this boy and do the best we could with him!" And as the old man finished his story he hastily brushed his eyes with his coat-sleeve.

There were tears in Miss Starr's eyes, too, as she heard that one of her scholars had done so nobly, and her heart was full of thankfulness that little Sammy would be so well provided for. She told farmer Brown how she liked the boy's fine, frank face on the first day of school; how she tried to bear patiently with the rude manners and bad habits acquired at home, and had striven to win his love by gentle means.

Farmer Brown was as good as his word. Sammy Graves grew up a good brave boy, and became a noble, earnest man. Whenever he was tempted, he remembered the early sweet apple-tree in the orchard, and firmly clung to the right.—*Common School Journal.*

### 5. FIDELITY.

Never forsake a friend. When enemies gather around—when sickness falls on the heart—when the world is dark and cheerless—is the time to try true friendship. They who turn from the scene of

distress betray their hypocrisy, and prove that interest only moves them. If you have a friend who loves you—who has studied your interest and happiness—be sure to sustain him in adversity. Let him feel that his former kindness is appreciated, and that his love was not thrown away. Real fidelity may be rare, but it exists in the heart. Who has not seen and felt its power? They only deny its worth and power who have never loved a friend or laboured to make a friend happy.

#### 6. PHYSIOLOGY OF REST ON THE SABBATH DAY—ITS NECESSITY.

The Almighty rested one-seventh of the time of creation, commanding man to observe an equal repose. The neglect of this injunction will always, sooner or later, bring mental, moral, and physical death.

Rest is an invariable law of animal life. The busy heart beats, beats ever, from infancy to age, and yet for a large part of the time it is in a state of repose.

William Pitt died of apoplexy at the early age of forty-seven. When the destinies of nations hung in a large measure on his doings, he felt compelled to give an unremitting attention to affairs of state. Sabbath brought no rest to him, and soon the unwilling brain gave signs of exhaustion. But his presence in Parliament was conceived to be indispensable for explanation and defense of the public policy. Under such circumstances, it was his custom to eat heartily of substantial food, most highly seasoned, just before going to his place, in order to afford the body that strength and to excite the mind to that activity deemed necessary to the momentous occasion. But under the high tension both brain and body perished prematurely.

Not long ago, one of the most active business men of England found his affairs so extended, that he deliberately determined to devote his Sabbaths to his accounts. He had a mind of a wide grasp. His views were so comprehensive, so far-seeing, that wealth came in upon him like a flood. He purchased a country seat at the cost of 400,000 dollars, determining that he would now have rest and quiet. But it was too late. As he stepped on his threshold after a survey of his late purchase, he became apoplectic. Although life was not destroyed, he only lives to be the wreck of a man.

It used to be said that a brick kiln 'must be kept burning over the Sabbath'; it is now known to be a fallacy. There can be no 'must' against a divine command. Even now, it is a received opinion, that iron blast furnaces will bring ruin if not kept in continual operation. Eighteen years ago, an Englishman determined to keep the Sabbath holy as to them, with the result, as his books testified, that he made more iron in six days than he did before in seven; that he made more iron in a given time, in proportion to the hands and number and size of his furnaces, than any establishment in England which was kept in operation during the Sabbath.

In our own New York, the mind of a man who made half a million a year, went out in the night of madness and an early grave in only two years, from the very strain put upon it by a variety of enterprises, every one of which succeeded.

"It will take about five years to clear them off," said an observant master of an Ohio canal boat, alluding to the wearing out influences on the boat men, who worked on Sabbaths, as well as on other days. As to the boatmen and firemen of the steamers on the Western rivers, which never lay by on the Sabbath, seven years is the average of life. The observance, therefore, of the seventh portion of our time, for the purposes of rest, is demonstrably a physiological necessity, a of law our nature.—*Hall's Journal of Health.*

#### 7. EGYPTIAN ASTRONOMY VERIFIED.

In his recent lectures on astronomy, in Philadelphia, a very remarkable fact was related by Professor Mitchel. He said that he had not long since met, in the city of St. Louis, a man of great scientific attainments, who for forty years had been engaged in Egypt in deciphering the hieroglyphics of the ancients. This gentleman had stated to him that he had lately unravelled the inscriptions upon the coffin of a mummy, now in the London Museum, and that by the aid of previous observations, he had discovered the key to all the astronomical knowledge of the Egyptians. The zodiac, with the exact positions of the planets, was delineated on this coffin, and the date to which they pointed was the autumnal equinox in the year 1722, before Christ, or nearly thirty-six hundred years ago.—Professor Mitchel employed his assistance to ascertain the exact position of the heavenly bodies belonging to our solar system on the equinox of that year (1722 B.C.) and sent him a correct diagram of them, without having communicated his object in doing so. In compliance with this the calculations were made, and to his astonishment, on comparing the result with the statements of his scientific friend already referred to, it was found that, on the 7th of October, 1722 B.C., the moon and planets had occupied the exact points in the heavens marked upon the coffin in the London Museum."

#### 8. THE LONDON TIMES' LIFE "LOG."

In the office of the *London Times*, there is a bureau that, one would think, must be a terror to not a few. Every man whose life is deemed worth taking has a place in a certain "pigeon-hole," wherein the record is kept constantly "written up" to the latest possible period; a sort of "log" to be displayed the minute life's voyage is ended. Deeds done and words said in the heat of passion are there; acts performed at long intervals are brought into startling proximity, and all, of necessity, divested of the glow of action, the touch of nature as it were, that made us regard them in the living actor with a lenient, if not a loving eye. Such a man dies to-night! the "pigeon-hole" gives up its dead, and to-morrow morning, even before the subject has begun to lie in state, the leading acts and incidents of his life are spread abroad to the world.—*Chicago Journal.*

#### 9. BOY SMOKING PUT DOWN IN FRANCE.

The Mayor of Douai, France, in a circular to the communal schoolmasters, expresses his determination to put down the precocious habit of smoking, which he learns, by the reports of the police, prevails to a deplorable extent among the boys of that city. He therefore desires all the schoolmasters, not only to mark down for punishment all children whom they may see smoking in the streets, but to search the pockets and portfolios of the scholars from time to time, and to take away all cigars, cigarettes, pipes, and tobacco which may be found. He authorizes the most severe punishments, and will sanction any measure which the schoolmasters may devise to check the growing evil.

#### 10. NATIONAL PHOTOGRAPHY IN ENGLAND.

Allusion has already been made in these columns to the production and sale of photographs taken for government institutions, by order of the Committee of Council for Education, which may be had at the South Kensington Museum. A price list of the photographs, published yesterday, now lies before us, and it informs the public of the subject and prices at which the photographs will be supplied. The basis on which the calculations have been made is that for positive, unmounted impressions, the charge for a subject containing less than 40 square inches, e. g., 5 by 7 inches, or 4 by 8 inches, shall be 5d.; for 40 square inches and under 50, the charge shall be 7½d.; for 60 and under 80 inches 10d.; for 80 and under 100 inches, 1s. 0½d.; and so on, adding 2½ for every 20 square inches.

By this arrangement the finest works of art will be reproduced and made fireside ornaments at merely nominal prices. Thus the cartoons of Raffaele, at Hamptoncourt, have been photographed in five different sizes, the smaller size being 8 inches by 5, and the larger 48 by 30, and the price for the set ranging from 4s. for the smaller size to £5 for the largest impressions. Next we have the studies of the same cartoons; the original drawings of Raffaele, in the museum of the Louvre, at Paris; photographs from original drawings by Holbein; official photographs from the British Museum; and a vast variety of subjects from other places, in copies of paintings, drawings, sculptures, carving, and the fine arts generally. When it is stated that there are nearly two thousand objects in the list of reproductions, some idea may be formed of the extent of the selection. Other works will be added to the list as circumstances permit; and as an indication of what is going on, we may say that the photographs of original drawings by Raffaele and Michael Angelo, are preparing for publication, and that it is intended, if possible, to issue photographs from all the original drawings and cartoons of these masters known to be in this country. By this movement the Committee of Council on Education will send forth to the public reproductions of the greatest works of art of all ages—works which could not otherwise be obtained at all, and they will be issued at prices unexampled for moderation. Purchasers may obtain single pictures or the entire series in the different departments, at cost price, and when we consider that these are the cheapest and best photographs existing, we have the means of carrying art into the houses of the very poorest people.—*Liverpool Courier.*

[A set of these photographs has been ordered for the Educational Museum for Upper Canada.]

#### VIII. Short Critical Notices of Books.

—THE WHITE HILLS; their Legends, Landscape and Poetry, by Thos. Starr King. With 60 illustrations. Boston: Crosby, Nichols and Co.; Toronto: R. and A. Miller. The White Mountains of New Hampshire, are famous among American and Canadian pleasure seekers for their picturesque and romantic interest. The extension of the Grand Trunk Railway from Canada to Portland, passing through the beautiful scenery of these mountain-hills has brought them into more prominent notice and

deserved favour with Canadian tourists. Every summer, the managers of the Grand Trunk Railway have reduced their fares, and offered every facility to induce Canadians in search of relaxation to visit the White Mountains and the sea side, at Portland; but the want of information in regard to the chief points of interest in this romantic district has been severely felt by all who have had a few days to spare in search of health and relaxation in their neighbourhood. We have therefore great pleasure in welcoming this large and elegant volume. The wood engravings are admirably and truthfully drawn; the literary part is excellent; and the paper, printing, and style of embellishment, are equal to the best English books of the same class of annuals. Did space permit, we would gladly make a few extracts; but we must content ourselves by cordially recommending this beautiful book to such of our readers as wish to visit the famous White Hills of New Hampshire.

—THE AMERICAN ALMANAC and Repository of Useful Knowledge for 1860. Boston: Crosby, Nichols & Co. Toronto: R. & A. Miller. The 31st volume of the American Almanac, as usual, maintains the well founded reputation of the series of which it forms a part. Its astronomical department has been carefully prepared by Mr. George P. Bond, of the Cambridge Observatory, near Boston. The statistical part is full of information in regard to the American Federal and State Governments, and the commerce and productions of the United States. The information in regard to other Countries and Governments is rather meagre.

—BIOGRAPHY OF SELF-TAUGHT MEN, by B. B. Edwards. Boston: J. E. Tilton, & Co. This work contains short sketches of forty-four notable individuals, European and American. The author prefaces it with an introductory Essay, written in a spirit of warning to his fellow-countrymen. Speaking of his own country, he says: "The tendency of our Republican institutions is such as to prevent an embodied and powerful action of the friends of virtue. Our freedom of thought, and independence of character, we sometimes carry to an extreme. We are better as private citizens, than as members of a Commonwealth. We do that in a collective capacity, which we would not dare to do as friends or neighbours." After pointing out these and other evil tendencies, he suggests the proper remedies, and urges the study of the instructive lessons to be derived from a knowledge of the lives and characters which he has sketched in his volume. The selections are well chosen, and the book is generally written in an excellent spirit.

—THE ROMAN QUESTION, by E. About; translated from the French, by Mrs. A. T. Wood. Edited, with an introduction, by the Rev. Dr. Kirk. Boston: J. E. Tilton & Co. It would be foreign to the purposes of this publication to discuss the merits of the "Roman Question;" but we may say that the interest excited by this book has led to the publication of a French, English, and two American editions simultaneously. The edition before us, headed "The Boston Correct Edition," is well printed, with clear type, on good paper.

—MOTHERS OF THE BIBLE, by Mrs. S. G. Ashton; with an essay, by Rev. A. L. Stone. Boston: J. E. Tilton & Co. This book contains 32 sketches, written in a pleasing and instructive manner. To mothers and those intrusted with the care of children, it conveys many invaluable lessons on that important duty which is too often neglected, or unreligiously performed, of bringing them up "in the nurture and admonition of the Lord."

—OLD SOUTH CHAPEL PRAYER MEETING (Boston): its origin and history; with interesting narratives and instances of remarkable conversions in answer to prayer. Boston: J. E. Tilton & Co. Though primarily a book of local interest, the facts which it reveals are matters of deep interest to all Christian men. The narrative is written without any sectarian object or feeling, but all *maxima gloria Dei*.

—SIX JUVENILE BOOKS. Boston: C. Stone. (1.) Young Maidens' Mirror. (2.) Happy New Year. (3.) Gem and Casket. (4.) Saw up and Saw down. (5.) Child's Keepsake. (6.) Juvenile Annual. These books are agreeably written, and well suited for children and young persons. The engravings are rather coarse, however, and in point of finish some improvement would be desirable.

—ANNUALS, &c. Boston: C. Stone. (1.) The Happy Home (vols. 4, 5, and 7.) (2.) Family Garland. (3.) Illustrated Souvenir. These, though no doubt passable in a literary point of view, are rather coarse in their style of engraving and finish.

—PERIODICALS. Boston: C. Stone. (1.) The Home Monthly. (2.) The Mothers' Assistant, January, 1860. These periodicals are edited by the Rev. W. M. Thayer; and though not so ambitious in their style and appear-

ance as other periodicals are, they are much better in their tendency than very many of the magazines of the present day.

—HISTORICAL SKETCHES OF THE P. E. CHURCH in the U. S.—by Rev. M. S. Royce. New York: F. D. Harriman. This little book, or "Tract," is the substance of a series of lectures to his congregation, by the author, who is the Rector of St. Paul's Church, Franklin, Tennessee, on the history of the Church of England, and of the Protestant Episcopal Church in the United States.

—LIBRARY IN LONDON, ENG.—A company called "The Library Company" is established in London to supply libraries worth from £1 to £1,000, with book cases and all the appliances. Dr. Mackay selects the volumes. The scheme is a novel one.

—THE BRITISH REVIEWS AND BLACKWOOD. Leonard Scott & Co., New York. We have received a single sample copy of these Magazines. We can cordially recommend the whole of them except the *Westminster Review*. Its innuendoes and covert attacks on christianity are well known. The publishers supply it, four Reviews and Blackwood, for \$10, or three Reviews and Blackwood for \$9. They also say that the numbers for Canadian mail subscribers will be sent free of American postage.

[Books have been received from Messrs. Carter & Bros.; Appleton & Co.; and J. S. Redfield, New York, and from Messrs. Crosby, Nichols, & Co., Boston. They will be noticed in our next.]

## IX. Educational Intelligence.

### CANADA.

—REPORT OF THE EDUCATION COMMITTEE OF THE YORK AND PEELE COUNTIES COUNCIL.—Mr. Tyrrell brought up a report of the Committee on Education, which was adopted without discussion. From the information which the committee had obtained in the perusal of such documents as had been placed before them—derived chiefly from statements of the several Boards of Grammar School Trustees in the United Counties—the Committee were happy to be enabled to report that these institutions were in a more generally efficient condition than they had been during the preceding year, and that they were gradually producing those beneficial results which their promoters and all friends of education so ardently desired. Under these circumstances the committee had no hesitation in respectfully recommending to the Council that the sum of \$1,200 be appropriated to the six Grammar Schools in the Counties, to be divided equally between them, and to be expended in such manner as the Board of Trustees of each school might deem best calculated to promote the general interests of the school. The schools are those of Streetsville, Richmond Hill, Weston, Newmarket, Brampton, and Markham. The committee recommended that the advertising of the meetings of the Board of Public Instruction, be done henceforth only in the *Journal of Education*, to save expense. The committee recommended the acceptance of the resignation of the Rev. John Laing, Superintendent of Schools in Scarboro', and that he be paid up to 31st December last. In reference to the communication from the Rev. T. S. Kennedy, secretary of the deaf and dumb institution, the committee recommended the appropriation of a further sum of \$200 to be placed in the hands of the Commissioners of County Property, for the education and maintenance, or education only, as to them might seem expedient, of deaf mutes residing in the counties, whose parents were unable to pay such expense. The report concluded as follows:—"The same principle which the committee of the preceding year urged in their report as to the educational advantages to be expected to the great mass of the people of these counties by maintaining in its integrity the non-sectarian character of our schools, your committee approve and advocate this year. Your committee would direct the attention of the Council to a fact in connection with Roman Catholic Separate Schools—the obligation imposed by law upon Trustees of such schools to positively affirm upon oath, to a personal knowledge of the correctness of their annual reports to the Local Superintendent. Your Committee are of opinion that no requirement in this respect should be demanded, beyond what is exacted from other Boards of Trustees—feeling that it is manifestly unfair to make so invidious a distinction. Your committee would express the belief that there is a growing desire in the public mind in favor of maintaining one uniform national school system, adapted to the requirements of all classes of the people, devoid of any distinctive character as regards their civil or religious position in society, which must, if

judiciously fostered, tend to the most satisfactory results; and your committee would, therefore, in conclusion, vain hope that the time is not remote when this desirable object will be fully consummated."

— **TORONTO CITY SCHOOLS, 1859.**—The Rev. Mr. Porter, Local Superintendent, in his report just published, has presented much valuable information in regard to the statistics of the Toronto Public Schools, and their internal organization. Notwithstanding several adverse influences, the schools have flourished, and in many respects improved during the past year. The number of school-houses is eight, two of which were built during the year, besides an addition to a third, by the erection of a wing comprising two large rooms. The number of days during which the schools have been kept open was 222. The number of teachers, including assistants and monitor teachers, is thirty-eight. The number of pupils entered on the registers of the several schools are, boys, 2,578; girls, 2,198; making a total of 4,776. The entire cost of the schools for the year is \$35,213 52. The Board of School Trustees, by its Standing Committee, have made various efforts with a view to the improvement of the schools, both as regards the more numerous register and punctual attendance of pupils and the thoroughness of the instruction communicated to them. The Board has also adopted a system of rewards, with the hope of stimulating to renewed diligence on the part of the pupils. They have also recommended that certificates of honor be awarded at the half-yearly examinations to such pupils as have excelled in regularity and punctuality of attendance. The libraries distributed through the various schools, seem to have been freely used, and have furnished a very important means of improvement and rational enjoyment to the pupils. The total number of volumes is 2,726, and the number taken out during the year, by both sexes, is 11,821. The evening schools, unfortunately, have not come up to the expectations of the Board. Last December attention was again called to the advantages held out to the youth of the city who were unable to attend day school, and the number was somewhat increased. The average number during the last six months was 115, and the cost of their maintenance for the same period, \$344. An appendix is added to the Report, giving tables of the number, and daily or monthly, attendance of pupils, the names of the teachers, where trained, and other useful statistics.—*Abridged from the Colonist.*

— **STATE OF EDUCATION AMONG TORONTO CRIMINALS.**—The recent report of the Governor of the Toronto Jail, gives the following information:—"As regards the education of the prisoners, one of the tables shows that 336 males and 348 females could neither read nor write; that 214 males and 358 females could read only; that 512 males and 271 females could read and write imperfectly; that 40 males could read and write well; and that six males had received a superior education." The recent report of the Chief of Police also states, that not classed with other prisoners are 40 boys who were arrested for larceny, or on suspicion of larceny, and 117 for drunkenness or other disorderly conduct—making the total of all the offenders 2,918 adult males, 1,518 females, and 157 boys.

— **DUNDAS FEMALE COLLEGE.**—The half-yearly examination of the young ladies attending the Wesleyan Female College in Dundas, took place on Tuesday and Wednesday last, and proved highly satisfactory to all interested. At the conclusion of the exercises, several gentlemen who had been present during the examination, spoke in the highest terms of praise of the attainments of the young ladies, and the standing of the College. The Institution is now in excellent working order, and it is gratifying to know, that young ladies are attending from all sections of the Province. The following is the staff of teachers employed in the College:—Rev. R. McGonegal, A. M., Principal; B. Prosper, B. A.; Miss A. M. Adams, Preceptress; Miss A. M. Parker, Teacher of Piano-Forte and Vocal Music; Miss S. M. Wood, Teacher of Painting and Drawing. Thus far the College has proved very successful, and is entitled to rank as the first female college in the country. We understand that increased accommodation is about being made for the reception of more pupils.—*Dundas Warder.*

— **FARMERSVILLE.**—**NEW SCHOOL.**—The Brockville *Recorder* states that a new School House, second to none in Canada, has lately been erected at Farmersville, at a cost of \$5000. The Trustees have engaged first class male and female teachers, and the school was opened on the 1st of February, on the evening of Saturday the 28th ult. The building was illuminated from top to bottom by means of lamps at every window. About four hundred persons were assembled within the walls of the lecture room, to hear the Rev. J. H. Johnson, M. A., of Brockville, deliver the opening address as previously announced. The subject treated of was education, and the rev. gentleman dwelt particularly, and at much length,

upon the beneficial working of the free School system, as applied to Canada. At the conclusion a cordial vote of thanks was tendered him. It is an unmistakable sign of enterprise, improvement and intellectual progress, to see an accumulation of first class school houses over the country, and we hope that these institutions will be amply supported. We understand that Mr. Stacey, of Brockville, prepared the plans for the Farmersville School House.

— **PUBLICATION OF TOWNSHIP SCHOOL STATISTICS.**—Alexander Winram, Esq., a Local Superintendent in the County of Haldimand, in a letter to a Cayuga paper, furnishes some interesting information in regard to the School under his superintendance. We commend his example to other superintenders. Mr. Winram says:—"Having been employed, during the last week, in compiling my Annual Returns for the Common Schools of the Townships of Oneida, North Cayuga, and Rainham, for 1859, I noted down some particulars, which, I think will attract the attention of the local readers of your paper. School matters ought to interest every one. From the School must come much that influences the future of every Canadian pupil; for an educated person, go where he may, always has a hundred chances in his favor, in any walk or condition in life, over the man who is illiterate. The day is fast approaching here, as it is now in many parishes in Scotland, where a child, who cannot read and write, will not be found in any rural section."

As an example of the kind of information furnished we append a summary for one Township. "North Cayuga had 10 Common Schools, \$3,557 12 being received from all sources. \$3,070 were paid for all School purposes. \$2,300 74 paid for Teachers wages. \$809 94 received from rate on property; \$277 90 from rate bills; \$961 92 from Clergy Reserves and all other sources. \$273 64 is the average of their male teachers' wages, and \$247 39 for female teachers, without board. The Schools were kept open, on an average, 9, 2-22 months. The population of the Township, as reported by the Trustees, is 2,871 having 994 children of school age, that is, between 5 and 16—597 of all ages being at school. Their Local Superintendent paid 29 visits; 104 being paid by visitors. The daily attendance of the pupils cost 5:1-10 cents each. \$5 14:2-10 cents being paid, counting all charges, for each pupil during the year."

— **COMPLIMENTARY DINNER TO A TEACHER.**—A numerous company of gentleman of the highest respectability assembled at Dochastader's commodious Hotel at Mount Healy, on the evening of Monday, the 2nd inst., to entertain at a complimentary dinner, Mr. George Gordon, the Teacher of the Common School. Mr. Gordon has officiated as teacher there the last three years, and, by his efficiency in his public duties—his exemplary private character—his kindness to the children—and his courteous manners to all around him, has secured the respect and the esteem of the whole district in which he resides. The intention of entertaining Mr. Gordon at dinner having been announced, men of every rank and every party rallied round the festive board to express their respect for him. In doing so, these gentlemen certainly bestowed an unusual and distinguished compliment on their guest; but we think they have also acted with great credit to themselves—shewing a healthy tone of generous and excellent feeling which delights to honor a man whose attraction in their eyes rests wholly on his personal character and attainments.—*Haldimand Tribune. 12th Jan.*

## GREAT BRITAIN.

— **FRENCH PRINCES AT THE EDINBURGH HIGH SCHOOL.**—The Edinburgh *Courant* says:—"It has been arranged that each of the Orleans Princes shall place one of his sons at the Edinburgh High School, under the care of Dr. Schmitz, who acted as tutor to the Prince of Wales during His Royal Highness's recent stay in Edinburgh. The names of the youthful Princes, who are all about 14 or 15 years of age, are the Duc d'Alencon, second son of the Duc de Nemours; the Duc de Penthièvre, only son of Prince de Joinville; and the Prince de Conde, eldest son of the Duc d'Aumale. The Comte d'Eu, eldest son of the Duc de Nemours, is about to join the Spanish army in the present expedition to Morocco.

## UNITED STATES.

— **PRESIDENT OF HARVARD COLLEGE.**—Boston, Jan. 26.—Cornelius Conway Felton, the present learned Greek Professor, has been elected, by a unanimous vote, President of Harvard College, in place of the Rev. James Walker, resigned.



## X. Literary and Scientific Intelligence.

— CANADIAN BOTANY.—We feel much pleasure in informing our readers, on the authority of the London Guardian, that Sir Wm. Hooker, the distinguished botanist, has been in communication with the Duke of Newcastle for some time with respect to the publication of a magnificent work, at the Government expense—viz.—A complete Flora of the British Colonies—Dr. Griesbach of the University of Dettingen, was appointed for the West Indies some time since, and the first number of his work has just been issued, and Sir William Hooker has determined to take Canada as his share of the field of inquiry. He and his staff will probably arrive here in the beginning of the spring. The Botany of the Himalayas by Sir William, is one of the most valuable additions to botanical literature that has been made for years.

## XI. Departmental Notices.

### POSTAGE REGULATION IN REGARD TO GRAMMAR AND COMMON SCHOOL RETURNS.

All official returns which are required by law to be forwarded to the Chief Superintendent, or a Local Superintendent, and which are made upon the printed blank forms furnished by the Educational Department, *must be pre-paid*, at the rate of one cent, and be open to inspection, so as to entitle them to pass through the post as printed papers. No letters should be enclosed with such returns. A neglect to observe this regulation has repeatedly subjected this Department to an unnecessary charge of 14 cts. and 21 cts. on each package, including the Post Office fine for non-payment.

### PRE-PAYMENT OF POSTAGE ON BOOKS.

According to the new Postage Law, the postage on all books, printed circulars, &c., sent through the post *must be pre-paid by the sender*, at the rate of one cent per ounce. Local Superintendents and teachers ordering books from the Educational Depository, will, therefore, please send such an additional sum for the payment of this postage, at the rate specified, and the new Customs duty, as may be necessary.

### INDISTINCT POST MARKS.

We receive, in the course of the year, a number of letters on which post marks are very indistinct, or altogether omitted. These marks are often so important that Postmasters would do well to see that the requirement of the post office department in relation to stamping the post mark on letters is carefully attended to.

### CANDIDATES FOR GRAMMAR SCHOOL MASTERSHIPS.

The next examination of candidates for Grammar School masterships, will take place in the Normal School Buildings, Toronto, on the first Monday in April.

### SCHOOL REGISTERS SUPPLIED THROUGH LOCAL SUPERINTENDENTS.

School Registers are supplied gratuitously, from the Department, to Common and Separate School Trustees in Cities, Towns, Villages, and Townships by the County Clerk—through the local Superintendents. Application should therefore be made direct to the local Superintendents for them, and not to the Department. Those for Grammar Schools will be sent direct to the head Masters, upon application to the Department.

### PRIZES IN SCHOOLS.

The Chief Superintendent will grant one hundred per cent. upon all sums not less than five dollars transmitted to him by Municipalities or Boards of School Trustees for the purchase of books or reward cards for prizes in Grammar and Common Schools. Catalogues and Forms forwarded upon application.

## PUBLIC SCHOOL LIBRARIES.

"Township and County Libraries are becoming the crown and glory of the Institutions of the Province."—Lord Elgin at the Upper Canada Provincial Exhibition, September, 1854.

The Chief Superintendent of Education 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. Prison Libraries, and Teachers' County Association Libraries, may, under these regulations, be established by County Councils, as branch libraries.

## SCHOOL MAPS AND APPARATUS.

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

## NO PENSIONS TO COMMON SCHOOL TEACHERS, UNLESS THEY SUBSCRIBE TO THE FUND.

Public notice is hereby given to all Teachers of Common Schools in Upper Canada who may wish to avail themselves at any future time of the advantages of the Superannuated Common School Teachers' Fund, that it will be necessary for them to transmit to the Chief Superintendent without delay, if they have not already done so, their annual subscription of \$4, commencing with 1854. The law authorizing the establishment of this fund provides, "that no teacher shall be entitled to share in the said fund who shall not contribute to such fund at least at the rate of one pound per annum." No pension will be granted to any teacher who has not subscribed to the fund.

## LOVELL'S SERIES OF SCHOOL BOOKS.

### NEW BOOKS JUST PUBLISHED.

**THE NATIONAL ARITHMETIC**, in theory and practice (in decimals.) By J. H. Sangster. Price 60 cts.

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Toronto, February, 1860.

**JOHN ELLIS, ENGRAVER and LITHOGRAPHER**, 8, King Street West, Toronto. Trustees supplied with School Seals at \$2 each; also Lever Presses and Dies for Corporations or Notaries, at \$8. Arms or Crests on Envelopes.—Visiting and Wedding Cards.

Toronto, February, 1860.

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All communications to be addressed to Mr. J. GEORGE HODGINS,

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