

## Technical and Bibliographic Notes / Notes techniques et bibliographiques

The Institute has attempted to obtain the best original copy available for scanning. Features of this copy which may be bibliographically unique, which may alter any of the images in the reproduction, or which may significantly change the usual method of scanning are checked below.

L'Institut a numérisé le meilleur exemplaire qu'il lui a été possible de se procurer. Les détails de cet exemplaire qui sont peut-être uniques du point de vue bibliographique, qui peuvent modifier une image reproduite, ou qui peuvent exiger une modification dans la méthode normale de numérisation sont indiqués ci-dessous.

- |                                     |   |                                     |   |
|-------------------------------------|---|-------------------------------------|---|
| <input type="checkbox"/>            | Coloured covers /<br>Couverture de couleur  | <input type="checkbox"/>            | Coloured pages / Pages de couleur   |
| <input type="checkbox"/>            | Covers damaged /<br>Couverture endommagée   | <input type="checkbox"/>            | Pages damaged / Pages endommagées   |
| <input type="checkbox"/>            | Covers restored and/or laminated /<br>Couverture restaurée et/ou pelliculée   | <input type="checkbox"/>            | Pages restored and/or laminated /<br>Pages restaurées et/ou pelliculées   |
| <input type="checkbox"/>            | Cover title missing /<br>Le titre de couverture manque  | <input checked="" type="checkbox"/> | Pages discoloured, stained or foxed/<br>Pages décolorées, tachetées ou piquées  |
| <input type="checkbox"/>            | Coloured maps /<br>Cartes géographiques en couleur  | <input type="checkbox"/>            | Pages detached / Pages détachées  |
| <input type="checkbox"/>            | Coloured ink (i.e. other than blue or black) /<br>Encre de couleur (i.e. autre que bleue ou noire)  | <input checked="" type="checkbox"/> | Showthrough / Transparence  |
| <input type="checkbox"/>            | Coloured plates and/or illustrations /<br>Planches et/ou illustrations en couleur   | <input checked="" type="checkbox"/> | Quality of print varies /<br>Qualité inégale de l'impression  |
| <input checked="" type="checkbox"/> | Bound with other material /<br>Relié avec d'autres documents  | <input type="checkbox"/>            | Includes supplementary materials /<br>Comprend du matériel supplémentaire   |
| <input type="checkbox"/>            | Only edition available /<br>Seule édition disponible  | <input type="checkbox"/>            | Blank leaves added during restorations may<br>appear within the text. Whenever possible, these<br>have been omitted from scanning / Il se peut que<br>certaines pages blanches ajoutées lors d'une<br>restauration apparaissent dans le texte, mais,<br>lorsque cela était possible, ces pages n'ont pas<br>été numérisées. |
| <input checked="" type="checkbox"/> | Tight binding may cause shadows or distortion<br>along interior margin / La reliure serrée peut<br>causer de l'ombre ou de la distorsion le long de la<br>marge intérieure. |                                     |   |
| <input checked="" type="checkbox"/> | Additional comments /<br>Commentaires supplémentaires:  |                                     | Continuous pagination.  |

# JOURNAL OF EDUCATION,

Upper  Canada.

Vol. IX.

TORONTO: APRIL, 1856.

No. 4.

### CONTENTS OF THIS NUMBER.

	PAGE
I. The History of Normal Schools.....	42
II. The French System of National Education.....	50
III. Elementary Education in Sardinia.....	52
IV. The First School in the Sandwich Islands.....	52
V. Old Printing and New.....	53
VI. The English Public Libraries' Act.....	54
VII. PAPERS ON PRACTICAL EDUCATION—1. Natural History as a Branch of Elementary Instruction. 2. Sympathy with Children. 3. The Affectionate Teacher. 4. Social Influence of Children. 5. Undiscovered Character.....	54
VIII. EDITORIAL—1. Superior and Elementary Education in Lower Canada. 2. Elementary Education in England. 3. Normal and Model School Examination. 4. Culture of the Normal School Grounds, 1855. 5. Provincial Certificates of Qualification, 15th Session.....	56
IX. MISCELLANEOUS—1. "The Little Bright Eyed Boy," (Poetry) 2. A Word Spoken Upon Wheels. 3. The Mind and the Heart. 4. The Way to Eminence. 5. The Snow. 6. Modern Alexandria. 7. Discipline of the Mind. 8. Origin of the Word Academy. 9. Size of our Great Lakes. 10. Eastern Etymologies. Education in Henry VIII's time.....	61
X. Educational Intelligence.....	63
XI. Literary and Scientific Intelligence.....	64
XII. Departmental Notices.....	64

### THE HISTORY OF NORMAL SCHOOLS.

As the question of Normal School Instruction is attracting some attention at present, we give the following sketch of the "History of Normal Schools" taken from a recent New Jersey Report on the subject. The Report was drawn up by the Principal of the New Jersey State Normal School and embodied in the annual Report of the Board of Trustees to the Legislature, for the year 1855.

The sketch may be more especially interesting to the Members of the Legislature and others who have so lately witnessed the Examination of the Students and Pupils of the Provincial Normal and Model Schools which was held during the present month. (See page 58.)—The Principal remarks :

Before proceeding to detail the progress of the institution committed to your care, it may not be improper, to sketch briefly the history of this important class of educational facilities, and to indicate a few of the fundamental ideas upon which their organization is based. The original signification of the word *Normal*, as applied to schools, was that of *Pattern* or *Model*. A Normal School was therefore a *Pattern* or *Model* School. It was an elementary institution, in which the best methods of instruction and discipline were practised, and to which the candidate for the office of teacher resorted, for the purpose of learning by observation, the most approved modes of conducting the education of youth. Of this class were the schools of Neander, established at Hefeld, Germany, as far back as the year 1570, as also those of the Abbé de Lasalle, at Rheims, France, in 1681. These establishments, with numerous others of a similar character, successively established, prior to the beginning of the eighteenth century, were not simply schools for the education of children, but were so conducted as

to test and exemplify principles and methods of instruction, which were perpetuated and disseminated by means of books in which they were embodied, or of pupils and disciples, who transplanted them to other places.

These schools served as a kind of a forerunner, to prepare the way for the more efficient and perfect institutions of the same designation, at a later day.

According to the present acceptance of the term *Normal School*, as used in many of the European countries, it denotes an establishment composed of young men and women who have passed through an elementary or even superior school, and who are preparing to be teachers by making additional attainments, and acquiring a knowledge of the human mind, and the principles of education as a science, and its methods as an art. The Normal School of the present day, includes also the *Model* or *Pattern* School of earlier times. It thus combines theory with practice, there being Model Schools, "Experimental Schools," or "Schools for Practice," as they are variously called, established in connection with them, to afford an opportunity for testing practically, the modes of instruction which they inculcate.

The first regularly organized Teacher's Seminary, or Normal School, as at present understood, was established at Halle, in a part of Hanover, about one hundred and fifty years ago. A similar institution was opened at Rheims, in France, in 1794, by ordinance of the National Assembly, to furnish Professors for Colleges and Higher Seminaries. But the first Normal School for the training of Elementary Teachers in France, was organized at Strasbourg in 1810. Now, each department of the Empire is obliged either alone, or in conjunction with other departments to support one Normal School for the education of its schoolmasters. In 1849, there were ninety-three of these schools in France, and ten thousand five hundred and forty-five of their graduates were actually employed in the Primary Schools of the Empire.

Says M. Guizot, in a report to the King, in 1838, on the state of Primary Education in the departments constituting the Academy of Strasbourg: "In all respects the superiority of the popular schools is striking, and the conviction of the people is as general, that this superiority is mainly due to the existence of the Normal School."

In a powerful speech before the Chamber of Deputies, in 1832, on the occasion of the introduction, by him, of a bill providing a great and comprehensive system of Elementary Education for France, this great statesman and profound philosopher remarks:

"All of you are aware that primary instruction depends altogether on the corresponding Normal Schools. The prosperity of these establishments, is the measure of its progress. The Imperial Government, which first pronounced with effect the words 'Normal Schools,' left us a legacy of one. The restoration added five or six. Those, of which some were in their infancy, we have greatly improved within the last two years, and have at the same time established thirty new ones, twenty of which are in full operation, forming in each department, a vast focus of light, scattering its rays in all directions among the people."

The bill introduced by M. Guizot, provided for two degrees of primary instruction, viz: Elementary and Superior; in speaking of which he remarks: "The first degree of instruction should be common to the country and the towns; it should be met with in the humblest borough, as well as in the largest city, wherever a human being is to be found within our land of France. By the teaching of Reading, Writing, and Accounts, it provides for the most essential wants of life; by that of the legal system of weights and measures, and of the French language, it implants, enlarges and spreads everywhere, the spirit and

unity of the French nationality; finally, by moral and religious instruction, it provides for another class of wants, quite as real as the others, and which Providence has placed in the hearts of the poorest, as well as of the richest in this world, for upholding the dignity of human life, and the protection of social order. The first degree of instruction is enough to make a man of him who will receive it, and is, at the same time sufficiently limited to be every where realized. It is the strict debt of the country towards all its children."

In relation to the professional training of teachers, M. Guizot, thus eloquently discourses:—"All the provisions hitherto described should be of non-effect, if we took no pains to procure for the Public School thus constituted an able master and worthy of the high vocation of instructing the people. It cannot be too often repeated that it is the *Master* that makes the *School*. And, indeed, what a well assorted union of qualities is required to constitute a good school-master! A good school-master ought to be a man who knows much more than he is called upon to teach, that he may teach with intelligence and with taste; who is to live in a humble sphere, and yet to have a noble and elevated mind, that he may preserve that dignity of sentiment and of deportment, without which he will never obtain the respect and confidence of families; who possesses a rare mixture of gentleness and firmness; for, inferior though he be in station to many individuals in the *commune*, he ought to be the obsequious servant of none; a man not ignorant of his rights, but thinking much more of his duties; showing to all a good example, and serving to all as a counsellor; not given to change his condition, but satisfied with his situation, because it gives him the power of good; and who has made up his mind to live and die in the service of primary instruction, which, to him, is the service of God and his fellow creatures. To rear masters approaching to such a model, is a difficult task; and yet we must succeed in it, or else we have done nothing for elementary instruction. A bad school-master, like a bad parish priest is a scourge to a *commune*: and although we are often obliged to be contented with indifferent ones, we must do our best to improve the average quality. We have, therefore, availed ourselves of a bright thought struck out in the heat of the revolution, by a decree of the National Convention, in 1794, and afterwards applied by Napoleon, in his decree, in 1808, for the organization of the university, to the establishment of his Central Normal School at Paris. We carry its application still lower than he did in the social scale, when we propose that no school-master shall be appointed, who has not himself been a pupil of the school which instructs in the art of teaching, and who is not certified after a strict examination to have profited by the opportunities he has enjoyed."

Normal Schools were first organized in England, about the year 1805. Lord Brougham, ever an able and eloquent advocate of popular education, in a speech in the House of Lords, on the education of the people, in 1835, thus remarks:

Place Normal Schools—Seminaries for training teachers,—in a few such places as London, York, Liverpool, Durham, and Exeter, and you will yearly qualify five hundred persons fitted for diffusing a perfect system of instruction all over the country. These Training Seminaries will not only teach the masters the branches of learning and science in which they are now deficient, but will teach them what they know far less—the Didactic Art—the mode of imparting the knowledge they have or may acquire, the best methods of training and dealing with children in all that regards temper, capacity and habits, and the means of stirring them to exertion, and controlling their aberrations." This able champion of popular education, has lived long enough to see thirty-six Normal Schools, or Training Colleges, in England and Wales, four in Scotland, and one in Ireland, in successful operation.

Prussia, in 1846, had in active and successful operation, forty-six Normal Schools, including five for female teachers. In the forty-one schools for males, there were, at the above date, over twenty-five hundred pupil-teachers.

Says Mr. Kay, an intelligent English writer, "The Prussians, would ridicule the idea of confiding the education of their children to uneducated masters and mistresses, as in too many of our schools, in this country. They cannot conceive the case of a parent who would be willing to commit his child to the care of a person who had not been educated most carefully and religiously, in that most difficult of all arts, the Art of Teaching. They think that a teacher must either improve and elevate the minds of his pupils, or else injure and debase them. They believe there is no such thing as coming into daily contact with a child without doing him either good or harm. The Prussians know that the minds of the young are never stationary, but always in progress, and that this progress is always a moral or immoral one, either forward or backward, and hence the extraordinary expenditure the country is bearing, and the extraordinary pains it is taking, to support and improve its Training Schools for teachers."

In reference to Switzerland, the same writer says:—"This small country, beautified but impoverished by its Alpine ranges, containing a population less than that of Middlesex, and with less than one half

its capital, supports and carries on an educational system greater than that which our government maintains for the whole of England and Wales. Knowing that it is utterly hopeless to attempt to raise the character of the education of a country, without first raising the character and position of its school masters, Switzerland has established, and at the present moment supports, thirteen Normal Schools, for the instruction of her school-masters and school-mistresses, while England and Wales rest satisfied with six."

This statement was made, however, anterior to the year 1846, and before the English government had awakened to the importance of providing a better education for the people. As before noted, Normal Schools have been multiplied there greatly within the past few years.

There is scarcely a government, either great or small, among the dynasties of Europe, that does not recognize this class of institutions, as an indispensable part of its educational machinery. They are *there* no experiment. As we have seen, their ages are counted by centuries. From the unpretending *Model* or *Pattern* School of Neander, in 1570, and of the Abbé de Lasalle, in 1681, they have grown to the full stature of the nobly endowed, and liberally supported Normal Colleges of the Prussian government, whose system of popular education stands unrivalled on the face of the earth. Her teachers are said to be men respected for their talents, their attainments, and their characters, by the whole community, and men in whose welfare, good character and high respectability, not only the government, but the people themselves feel the deepest interest. In birth, early recollections, and associations, they are often peasants, but in education, in character, and social position, they are gentlemen, in every sense of the term, and acknowledged officers of the county governments. In Prussia, there are 28,000 such teachers, the legitimate fruits of her Normal Colleges.

The Prussians have a wise maxim, that whatever you would have appear in a nation's life, you must put into its schools. This maxim, practically applied, renders the highest degree of mental culture in the subject, perfectly reconcilable with the most rigorous despotism in the government. In pursuance of its teaching, obedience to the sovereign, and laws, however despotic, and the doctrine of the divine right of kings, are thoroughly instilled into the mind of every child in the kingdom; for be it understood, that in Prussia, *every* child is required by law to attend school until fourteen years be attained, except in special cases which are otherwise provided for. It is thus, that the best conceived, and most efficiently executed system of public education in the world, is made the strong arm of a monarchical government.

Less than fifty years ago, the condition of the Prussian Schools was, according to the testimony of Dr. Julius before a committee of the British House of Commons, anything but flattering. In reply to the inquiry, "Do you know from your own knowledge what the character and attainments of the school-masters were, previous to the year 1819?" he says: "I do not recollect; but I know they were very badly composed of non-commissioned officers, organists, and half-drunken people! Since 1770, there has been much done in Prussia and throughout Germany for promoting a proper education of teachers, and by them of children." This signifies that the present efficiency and perfection of their Elementary Schools are mainly due to the energizing and life-giving power of their unequalled Normal Schools.

The kingdom of Saxony had nine Normal Schools in operation in 1848, with three hundred and sixty-two pupil-teachers. The annual graduates of these institutions, are now sufficient to supply all vacancies which occur in the schools. The prescribed course of instruction occupies four years, and no one can now receive a certificate of qualification as a teacher, without having gone through this course, or shewing on examination, an amount of attainment and practical skill which shall be deemed its full equivalent. The Royal Seminary for teachers at Dresden was established in 1785. In 1843 it had graduated six hundred and fifty-five teachers, who had pursued a four years course of study and practice—a course which Mr. Kay, a graduate of Oxford, before quoted, pronounces more liberal than nine-tenths of the undergraduates of either Oxford or Cambridge receive. In 1842 there was one thoroughly educated and trained teacher for every five hundred and eighty-eight inhabitants. In consequence of their thorough, liberal and practical education, the common school teachers of Saxony enjoy a social position which is not accorded to the profession in any other country.

The Electorate of Hesse Cassel, with a population of seven hundred and fifty thousand inhabitants, has three Seminaries for Teachers. The course of instruction in them embraces three years. The Duchy of Nassau, with a population of four hundred and twenty thousand, supports one Normal School, which, in 1846, had one hundred and fifty-four pupils. The course of study and practice continues five years, four of which are devoted to study, including a thorough review of the branches pursued in the elementary schools, and the acquisition of such others as facilitate the illustration and teaching of the former. The remaining year is devoted exclusively to the Principles of Education, and the Art of Teaching.

Hanover, with a population of 1,790,000, supports seven Normal Schools. The course of study extends through three years. In Bavaria, there are nine in operation with nearly seven hundred pupils. The oldest is at Bamberg, and was founded in 1777, as a Model School of the old type. It was raised to a Seminary, composed of pupil teachers, in 1791. In many of the Normal Seminaries, of the German states, in addition to the liberal course of studies before alluded to, Vocal, as well as Instrumental Music, is cultivated to the highest degree. Their graduates are proficient in the use of the violin, the piano-forte, and the organ, and have thus made the Germans proverbially a nation of musicians.

Numerous other examples of the establishment and support of these Training Schools, might be adduced, but this is not necessary. The more important cases have been enumerated to an extent sufficient to demonstrate the strong hold which they have secured upon the governments and the people of the Old World. That the elementary schools of these countries have attained to an extraordinary degree of efficiency and perfection is undeniable. That this efficiency and perfection are mainly due to the operation of the Normal Schools and Colleges, is equally true. If it be objected, however, to the systems of these states, that they tend to produce a blind acquiescence to arbitrary power, to enslave and not enfranchise the human mind, it is replied that the evils imputed to them, are no necessary part of, and may easily be separated from them. Says Horace Mann: "If the Prussian school-master has better methods of teaching Reading, Writing, Grammar, Geography, Arithmetic, &c., so that in half the time, he produces greater and better results, surely we may copy his modes of teaching these elements, without adopting his notions of passive obedience to government, or of blind adherence to the articles of a church. By the ordinance of nature, the human faculties are substantially the same all over the world, and hence the best means for their development and growth in one place, must be substantially the best for their development and growth every where." Again he says: "If Prussia can pervert the benign influences of education to the support of arbitrary power, we, surely, can employ them for the support and perpetuation of republican institutions. A national spirit of liberty can be cultivated more easily than a national spirit of bondage; and if it may be made one of the great prerogatives of education to perform the unnatural and unholy work of making slaves, then, surely, it must be one of the noblest instrumentalities for rearing a nation of free men. If a moral power over the affections and understandings of the people may be turned to evil, may it not also be employed for the highest good? A generous and impartial mind does not ask whence a thing comes, but what it is. Those who, at the present day, would reject an improvement because of the place of its origin, belong to the same school of bigotry with those who inquired if any good could come out of Nazareth; and what infinite blessings would the world have lost, had that party been punished by success."

For many of the interesting facts which have been enumerated, the undersigned is indebted to the reports of Professor A. D. Bache, now of the United States Coast Survey; Professor C. E. Stowe, of Lane Seminary, Ohio; the Hon. Horace Mann, and the Hon. Henry Barnard, on the Educational Systems of Europe. Could these details be continued, they would undoubtedly prove useful for dissemination among the people. They would serve to exhibit the extraordinary efforts which are put forth for the elevation of the public schools of those countries whose experience is far greater than our own, and whose well directed efforts to promote this paramount interest of humanity, have been crowned by a noble success. They would the more deeply impress us with the truth of the maxim of M. Guizot: "It cannot be too often repeated, that it is the *master* that makes the school," while we might also be the more strongly confirmed in the belief that it is the *careful special training* that makes the *master*. It would be useful, too, to exhibit the guards and securities that are made to environ the sacred calling of the teacher in some of these countries, where none who have failed in other pursuits, are encouraged to look upon school-teaching as an ultimate resource; but the limits of this communication will not permit a more extended discussion of this branch of our subject, and the undersigned leaves it with an earnest commendation of the documents before named, to the perusal of all who feel an interest in the education of the people.

The Normal Schools of the United States comprehend, firstly, the Model, or Pattern School of earlier times; secondly, the professional characteristics of the European establishments of the present day, as far as circumstances will allow; and thirdly, the academical features of the ordinary school.

That is to say, the Normal Schools of this country are compelled by reason of the deficient character of too many of the elementary and other schools, to assume the work of the latter. They are compelled to exhaust much of their strength in imparting a knowledge even of the lower elementary studies. In the Prussian Normal Schools a high standard of literary qualifications is required of a candidate as a condition of admission to them. Nor is this all. There are Preparatory

Schools, in which not only are the requisite amount and quality of scholarship imparted to the candidate, but in which, also, his peculiar fitness and adaptation to the calling of a teacher are thoroughly tested, before he can become a candidate for the Normal Seminary. This enables the latter to give a much stronger professional cast to their systems of training, and to dwell more extensively upon the Science of Education and the Art of Teaching, which constitutes their true field of labor.

The disadvantages under which American Normal Schools now labor will, however, gradually disappear. They will themselves correct the evil by elevating the standard of instruction in the lower schools. They are rapidly multiplying, and are introducing improved modes of teaching in the public schools, through the graduates who become the teachers in them. And thus the public schools will reciprocate by sending to the Normal School candidates of higher attainments and more elevated aims.

The first Normal School, for the training of teachers, in this country was opened at Lexington, Massachusetts, on the third of July, 1839. A second was opened at Barre, on the fourth of September of the same year. Massachusetts, ever alive to the paramount interests of education, now supports four of these institutions, in which there are, at the present time, about three hundred and fifty pupils qualifying for the responsible office of teachers in her common schools. The State appropriates the sum of seventeen thousand dollars annually for their support, four thousand of which are devoted to the assistance of such pupils as are unable to bear the expenses of their own education. In addition to the above amount, these schools receive the income of a fund of ten thousand dollars, placed at the disposal of the Board of Education for that purpose by a citizen of Boston, and also five hundred dollars per year, being the income of another fund from a private source.

The State of New York has established a Normal School "for the instruction and practice of its pupils in the Science of Education and the Art of Teaching," in May, 1844. Her annual appropriation for its support, is now twelve thousand dollars. The total cost of buildings and fixtures to this time is more than thirty thousand dollars. The total number of pupils instructed for a longer or shorter period up to September, 1854, was two thousand two hundred and sixty-two. The total number of graduates, at the same period, was seven hundred and eighty, of which three hundred and ninety-one were females, and three hundred and eighty-nine males. So successful has this institution been, that, according to the report of the Executive Committee, for last year, "it is almost universally regarded as a necessity, and as an established part of the school system of the State." The demand for its graduates, as teachers in the common schools of the State, has been so great for years, that it could not be supplied, and a movement is already on foot for the establishment of a similar institution in the western part of the State.

The State of Connecticut has a Normal School in a very flourishing condition, at New Britain. It was opened in May, 1850. The total cost of buildings, is about \$25,000; the present number of pupils is one hundred and eighty-one. From the last annual report of the Trustees, it appears that "the applications for Normal pupils as teachers in the public schools of the State, has continued to multiply far beyond the ability of supply—a fact which demonstrates both the utility of the institution, and its advancement in the just appreciation of a discerning people." From the report of the Hon. John D. Philbrick, State Superintendent for the past year, it also appears that "the opposition from ignorance and prejudice which it had to encounter in the first stages of its history, has gradually given place to public confidence, and earnest co-operation from all classes in the community." Mr. Philbrick further remarks, that "wherever public opinion has become enlightened on the subject of education, it is admitted that teaching is an art to be learned by an apprenticeship, like any other art, and that special training for the business of teaching, is as indispensable, as for any other pursuit or profession; and the time, it is believed, is not very distant, when intelligent parents would think it no less absurd to place their children in charge of a teacher who had not been trained to the principles and methods of instruction, than to employ a surgeon who has never made himself acquainted with the science of human anatomy."

Rhode Island provides for the special training of her teachers, by the endowment of a Normal Department in Brown University. The undersigned has not had access to the reports and other documents of this establishment, but it is represented as being in a very flourishing condition.

The states of Wisconsin and Iowa have recognized the necessity of providing for the special training of their teachers, by endowing a department similar to that just named in their State Universities. This plan has not succeeded so well in the Old World—indeed it is believed to have proved a failure there. Whether success will attend the experiment here, remains to be seen.

The State Normal School of Michigan, was established by an Act of the Legislature, passed March 28th, 1840, and was opened in March,

1853. The School was established for "all time," and not as an experiment. The cost of buildings, &c., was twenty-seven thousand dollars. It is partly supported from the income of a fund derived from the sale of certain salt-spring lands, and partly by direct appropriations from the State Treasury. The fund is now about sixty thousand dollars. It will eventually reach, as is estimated, one hundred and fifty thousand dollars. The whole number of pupils instructed, to the present time, is about six hundred; The number now in the school, two hundred.

The Provincial Normal School, at Toronto, Canada West, is one of the most liberally endowed and successful on this continent. It was established by an Act of Parliament, in 1846, and was opened in the old government house, in 1847. In 1852, buildings were erected for the school and for the offices of the Department of Public Instruction, at a cost, including grounds, furniture, and apparatus, of one hundred thousand dollars.

#### THE FRENCH SYSTEM OF NATIONAL EDUCATION.

"All who have meditated on the art of governing mankind," says Aristotle, "have been convinced that *the fate of Empires depends on the education of youth*," and that sentiment has been re-echoed in the poetical expression of Johnson, "that a blighted spring makes a barren year, and the vernal flowers, however beautiful and gay, are only intended by nature as preparatives to autumnal fruit." How peculiarly applicable are the opinions of these two literary sages to the early political history of that country whose educational system we are about to investigate. My purpose in doing so is merely to give a simple statement of the really vast efforts which France is making to educate her people, of the truly great machinery employed, and of that minutely considered system of National Education which rivals, in its comprehensiveness, efficiency, liberality, and completeness of detail, even those noble exertions which Germany, Prussia, and the Swiss states are making for the instruction, promotion, and well being of their inhabitants. Whether the methods employed by France or any of these different countries in carrying out their grand design are applicable to this country, it is not my province to determine. My object being simply to show how different countries, with different degrees of political freedom, and different political constitutions, whose people profess different religious tenets; where democratic governments legislate, and constitutional governments rule; where Jews and Christians commingle; have all contrived to surmount difficulties of greater magnitude than those which stand in our path, and have all united into one body for the accomplishment of a praiseworthy object—namely, the education of the poor. Charlemagne was created sole Emperor of France in 772. In him were united the talents of the warrior, the genius of the legislator, and the magnanimity necessary to form a great politician—born amidst the gloom of barbarism, and savage ignorance, he poured around him a stream of light and glory. Then in France the knowledge of letters was confined exclusively to a few ecclesiastics. Charlemagne, in order to promote science and literature, invited into France men eminent in these departments, from Italy and the British Isles, which in the dark ages were the repositories of the light of learning. *Neque enim silenda laus Britanniae, Scotiae, et Hiberniae, quae studio liberalium artium eo tempore antecellebant reliquis occidentalibus regnis; et cura praesertim monachorum, qui literarum gloriam sibi aut languentem aut depressam, in iis regionibus impigre suscitarent atque uebantur.*

From the death of Charlemagne in 814, till the accession of Louis 15th in 1715, is included the Augustan age of French literature. Since then France has been rent asunder by a Revolution, the developments of which produced the greatest revolutionary storm that ever has been presented in the annals of the world. Since then have flourished the sensational Helvetius, the canting, ultra-transcendental Rousseau, the atheistical Diderot, and others, whose infidel writings inculcated doctrines which were capable not only of destroying all distinction between virtue and vice, but even of shaking to its very centre the entire fabric of the French Empire. Still France was destitute of a system of national education, destitute of that bulwark which may be characterized as chivalry was by Burke "the cheap defence of nations." The master-mind of Napoleon I. saw the necessity and importance of providing for the education of the people, and accordingly he promulgated many laws calculated to enlighten and improve them.

His stormy career, varying fortunes, and short intervals of peace, however, prevented the full realization of his grave designs for the attainment of this desirable object. His overthrow terminated his educational exertions. The government ceased to interest themselves in the matter, and thus affairs stood till the revolution of July convinced French statesmen that something else besides the organization of armies was wanted for the safety and preservation of the Empire. It was not, however, till 1833 when M. Guizot was Minister of Public Instruction, that a comprehensive plan of education was framed, whereby the character and condition of the French nation was to be developed. The chambers now determined upon the extension of education throughout every department and commune of the country. "Differ-

ence of religious opinion," here, as elsewhere, presented itself, but that rock on which so many darling schemes have split, was carefully avoided, and judiciously shunned by that legislative council, not by evasion, desertion, or compromise, but by the great broad principles of liberality and justice. Deeming it absolutely necessary that popular instruction should not be confined to the development of the intelligence, but that it should embrace the whole soul, that it should awaken, strengthen, and elevate the conscience, that body found that *religious instruction* must therefore form an indispensable ingredient in their projected system. Believing that religious principles are the only power that ever have or ever will successfully combat the seductions of passion, we find in the statute of April 25th, 1834, these words upon the elementary schools:—"In all the divisions the moral and religious instructions shall rank first. Prayers shall commence and close all the classes. Some verses of Holy Scripture shall be learned every day. On Sundays and Fast-days the scholars shall be conducted to Divine service. The reading books, the writing copies, the discourses and exhortations of the teacher shall tend continually to penetrate the soul of the scholars with the feelings and principles which are the safeguards of morality, and which are proper to inspire the fear and love of God." And again in a letter which M. Guizot addressed to the teachers of France, he says, "Among the objects of instruction, there is one which demands of me particular notice; or rather it is the law itself which, by placing it at the head of all others, has committed it more especially to our zeal; I refer to MORAL AND RELIGIOUS INSTRUCTION. Your labours in this respect ought to be both direct and sometimes indirect." I should not have dwelt on this part of my subject for such a length of time, notwithstanding its primary importance, had not the selfishness of French Jesuits undeservedly taunted with IRRELIGION this magnanimous, liberal, and excellent scheme; or had not the cries that of sect found an echo in the mouths of English Protestants.

In France, as in England, a parent is at perfect liberty to train up his children in virtue or in vice just as it pleases him, and herein perhaps their system is at fault, for in my opinion it is the duty of the State to take care that no child is educated from its earliest years in *immorality*. If a selfish man for the sake of "filthy lucre" deprives his children of all intellectual and moral culture, or if an immoral or even careless parent rears immoral children who ultimately contribute their share to the pollution of the social system, is it not the imperative duty of the State to interpose its intelligence and authority in order to rescue the children of such parents from vicious habits, and thus prevent such accumulated masses of iniquity, which too often are to be observed in our large cities? Certainly it is. But although France has not adopted this important feature which characterizes and pervades the educational systems of Germany and the Swiss States, still she has imitated them in several others of almost equal significance:—*English Literature or Educational Gazette, March 12th.*

#### ELEMENTARY INSTRUCTION IN SARDINIA.

The Minister of Public Instruction of Piedmont has prepared a bill for the reform of elementary schools, according to which every commune in the State will be obliged to maintain one of those schools with higher degrees of education in proportion to their population. The masters or teachers are to be provided for out of the revenues of the commune, and the Government is to deduct 5 per cent. from the amount of their salaries, so as to secure to them the right to a pension after 30 years service, an annual subsidy after 20 years, and an extraordinary subsidy after 10 years. Five schools are to be established for the education of proper instruction for the elementary schools; one in Savoy, another in Sardinia, a third in the maritime districts, and two in the other provinces.—*The Times.*

#### THE FIRST SCHOOL IN THE SANDWICH ISLANDS.

In no part of the earth have missionary labors done more good than in the Sandwich Islands. The inhabitants of that important group are now amongst the best taught and the most religious nations in existence. But the case was very different in 1820, when the messengers of mercy first landed upon their shores. At that time they were a people without knowledge. They had no written language, no schools, no teachers, and, what was worse, they did not feel their wants, or wish to have them removed. Ignorance is bad; but indifference is worse. Now the Sandwich Islanders were both ignorant and indifferent. This was the case with all classes—the young and the old; the chiefs and the people. The children did not like to plod away over letters and words, spelling and stammering out strange sounds. They would rather climb cocoa-nut trees, or sport in the surf, or chase one another along the coral beach. And their fathers or mothers preferred heathen games and intoxicating drinks to books and slates and Christian teaching.

It was therefore very difficult, at first, for the missionaries to collect and carry on a school. If, by coaxing and kind words, one or two were persuaded to come for a little while, they soon got tired. Many of them, indeed, would stand around the house to see what was doing there, and would stare, and laugh, and shout in the wildest way at any thing which seemed strange to them. But it was not easy to draw them in.

One by one, however, old people and young, parents and children, began to think that learning was a good thing, and that it would be worth while to give themselves a little trouble to get it. This encouraged the mis-

sionaries, and they soon saw that their labors would not be in vain. One Sabbath, an interesting native, called Puluna, was seen by the missionary entering the chapel, leading two shy but bright-eyed girls. They were her daughters. Having sat quietly until the service was ended, Puluna went up to the missionary and asked him to take her children and herself under his instruction. From that day they became constant scholars, and they made good progress. The mother was so diligent that in a few weeks she was able to read and to write, and not very long afterwards her daughters could do the same. When the missionary introduced slates for the use of the scholars, &c., Puluna received one of them. She valued the present much, and was so anxious to make good use of it, that four days after, she brought up her slate to the missionary, with this sentence written in English, "I cannot see God; but God can see me." You may fancy how pleased she was with her success, and you would have laughed outright if you had been there, and had seen how the rest of the scholars, and others who were not scholars, gaped and stared as they heard her read out the words, first in English and then in their own language. They now saw that a slate could really speak, that it could speak in different languages, and that one of their own people could make it speak!

The fame of the school, and the wonderful books, and the speaking slates soon spread; and many others came there to learn. One day, a little boy, with a mild and pleasant face, was seen peeping in through the paling that surrounded the school-house, watching the movements of those within. The missionary saw him, and said, "Would you like to live with us, and learn to work and read?" *Ae* (yes) was his prompt and pleasant answer. He was taken at his word. He became a diligent scholar and a good boy. In a few months he could read several parts of the English Bible well. Soon he expressed a wish to teach others who were still ignorant; and, even while he was still a boy, he made himself very useful in helping the missionaries. At another time, a young man came to the mission-house, and said, very earnestly, "I goin' to live with you now; I want to learn to read, and learn navigation. I like take the sun, sail out o' sight o' land, and go to any part o' the world." He had been to China, and had learned to speak the English language.

But the highest chiefs, as well as the youngest children, soon began to see how useful knowledge was, and they too came to school. Amongst these was the King of Kauai, and he was a good scholar. After he had been learning but three months, he wrote a letter to Mr. Bingham, saying how glad he was that missionaries "had come to do him good," and his thankfulness for what they had done for his son George.

Three months after this school was begun, there were forty regular scholars in it; and, as many of them had learned much in a short time, the missionary resolved to have a public examination. There was one part of this examination which pleased the people wonderfully; it was the singing or chanting of many of the lessons which the children had committed to memory. For example, they chanted, in the Hawaiian language, the following sentences:—

"In the beginning God created the heavens and the earth.  
Jehovah is in heaven, and he is everywhere.  
We must pray to Jehovah, and love his word.  
God loves good men, and good men love God."

The day following this examination, the missionaries entered new buildings which the Government had prepared for them, and in which they were able to carry on their work with more ease and comfort; and, soon afterwards, they saw that the good seed they were scattering had found its way, not only into the minds but into the hearts of some of the people.—*Juwile Missionary Magazine*.

#### OLD PRINTING AND NEW.

Mr. Everett, in his admirable oration at Dorchester, on the fourth of July last, startled some of his Young American auditors by the remark, that the invention of Printing, four centuries ago, burst upon the world in a state of perfection not surpassed at the present day. The remark, however, as Mr. Everett's happiest illustrations generally are, was a simple and instructive truth, and not a mere figure of speech. A wiser man than Mr. Everett made the remark, in a more general sense, that there was no new thing under the sun. This is equally true. Printing itself, beautiful as the art came from the hands of its inventors, was in one sense nothing new. It was but another form of writing and art which had then reached a degree of excellence which no modern teacher of chirography can even imitate.

The first printed books were exact fac-similes of the manuscript volumes which they were designed to displace. All the niceties and methodical arrangements which constitute books, and produce their convenient forms and elegant appearance, originated not with the inventors of printing, but with the scribes who had already carried the art of book-making to a state of perfection which even at this day it would be vain to attempt to excel. The design of the first printers was to keep the art a secret, in order that they might realize the enormous prices at which manuscript books were necessarily sold. There were Yankees in those days; and the cuteness, therefore, on which we boast, is no new thing under the sun. Printing was made to imitate the writing of the scribes in the minutest particulars. The sizes and forms of types—first cut on blocks of wood, and afterwards made of metal—were careful fac-similes of written characters. The pages and lines of written books, and the correspondence of the lines on each side of the leaf—what printers call the register—were as per-

fect in written books before the invention of printing, as in the most skilful and beautiful specimens of modern typography. The present sizes of types, even as small as brevier, are the same as were used in the introduction of printing; and they were adopted from the manuscripts of the ante-printing period. We have seen a volume written in brevier, before the invention of printing, which none but a practised eye could distinguish from printing itself.

There is one fact pertaining to book-making which we are apt to think is new—that is, the multiplicity of books. But here, too, we are at fault. The wise man to whom we have alluded above seems to have had occasion, as we have, to mourn over a multitude of books; for he said, feelingly and prophetically, "My son, be admonished; of making many books there is no end, and much study is a weariness of the flesh." He was, however, a great book-maker himself; "for he spake three thousand proverbs, and his songs were three thousand and five." He wrote also upon natural history, "of trees, from the cedar tree that is in Lebanon, even unto the hyssop that springeth out of the wall; he spake also of beasts and of fowl, and of creeping things and of fishes." It may be that his remark concerning the making of books was made as a natural inference from the fact that he found subjects so inexhaustible, and not in a tone of complaint or depreciation. And who knows that Solomon's books were not *printed*? The exclamation of Job, "Oh that my words were now written; oh that they were *printed* in a book!" renders it possible that typography at that period was no new thing.

To return to Mr. Everett's remark. It is really surprising how little real improvement has been made in printing during the four centuries of the existence and progress of the art. Going back as far even as the infancy of the invention, we find specimens of printing which in respect to beauty, skill and accuracy, will compare favorably with the most modern typography. Our public libraries, and some of our antiquarian readers and collectors of ancient books, can produce specimens of early printing which will verify the truth of this remark. There is now, we suspect, in the library of the Antiquarian Society at Worcester, a copy of the Bible, printed at Venice in 1476—which is within twenty years of the time when metal types were invented—which is an elegant specimen of printing for any age. The ink is clear and black; the type is of great beauty and neatness of form; and it would be difficult to find better press-work in any book since printed.

We have wandered, however, from the object of this notice—which was to speak of a book just published in this city, entitled "Exercises of Piety, or Meditations on the Principal Doctrines and Duties of Religion; for the use of Enlightened and Virtuous Christians. By G. J. Zollikoffer." Printed by Isaiah Thomas, Jr., Worcester, 1808; and reprinted in 1855 by Ticknor & Fields, Boston. No one acquainted with the teeming and tasteful publication list of Messrs. Ticknor & Fields will suspect them of old fogyism, certainly in any other than the best sense. They have, however, made a practical application of Mr. Everett's sentiment, so far at least as to go back half a century for a pattern of typography. And in doing so, they have given us as beautiful a book as adorns their beautiful list. The volume, of 186 pages 18mo., is an exact reprint of that originally issued from Mr. Thomas's press more than fifty years ago. The type, the arrangement—all is the same.

Among the innovations which are not improvements in the typographic art, is a change in the formation of letters from the fair, round and generous Roman face to the flattened, condensed and penurious features which mark most modern type. This innovation has an economical quality—it "gets in" more, as the printers say—which commends it to an utilitarian age; but for the adaptedness to easy reading and for beauty and gracefulness of form, it is infinitely inferior to its archetype. We have noticed with great satisfaction that within a year or two there has been a disposition to return to the old and neglected, but by no means forgotten style. The patterns of a century or two centuries ago have been revived, and partially introduced into book-printing. But the present is the first instance in which a printed book of olden time has been completely and perfectly reproduced. It has been admirably done by Messrs. H. O. Houghton & Co., at the Riverside Press, in Cambridge. It is in every particular a beautiful specimen of typography.

The fair-faced type enchants the eye and tempts a perusal; and the even and elegant press-work allures the reader through every page of the graceful volume. It proves that if the art of printing burst upon the world in a high state of perfection, it at least has not degenerated on the spot where it was first introduced into the English colonies of America. We commend the little volume to our readers, as a work of great intrinsic excellence and value, and also as a choice memento of both ancient and modern typography. We hope the publishers have issued a large edition. Should there be a demand, as we apprehend there will be, for still another edition, we would suggest to the publishers that if the paper were made to bear a yellowish tinge, it would not only more nearly resemble the original edition, but would add materially to the beauty of the book. Our publishers, as it seems

to us, have been in an error in striving as they have to obtain white paper. The prevalent tinge of our best book paper is a blueish white. The color contrasts badly with the ink, and often destroys the effect even of good printing. A yellowish tint, such as was common in former times, and is now in the best English books, would very much enhance the artistic effect of printing.—*Boston Traveller*.

#### THE ENGLISH PUBLIC LIBRARIES ACT.

This Act of Parliament is a sign of Improvement in the right direction, and a new evidence of social development which should be welcomed by every one who is interested in the improvement of the labouring classes. A few inhabitants of this character may take the initiative by signing a requisition to the Town Council, Town Commissioners, or Governing body, whoever they are, whose duty it will be to call a public meeting. If the proposal to establish a Free Library meet with the concurrence of two-thirds of the meeting, a committee may at once be found to give effect to the intention of the Act. That committee, charged with the entire management, will determine whether the local wants require a museum, or reading room in addition to a library, whether a room shall be hired or built, and what shall be the character and number of the books. An objection may at the outset be entertained to the adoption of a free tax, superadded to the involuntary burdens already sustained. The rate, however, is limited to a penny in the pound, and in places where the system has already been tried under another Act of Parliament, it has been found that a half-penny in the pound is sufficient. Upon the latter calculation the £10 householder will only be required to contribute fivepence per annum.

For a system of voluntary taxation so trifling, what are the advantages to be gained? The friends of popular education will be content to know that its interest will be greatly advanced by those opportunities of self-improvement, from which the great majority are at present shut out. It is too well known what the agency is, which interferes with the working of our elementary schools. That agency is the early demand of the labour market. Boys leave school just then when they begin to learn. This crying evil is met in other countries by legislative acts which render it penal to remove a boy from the Public Schools before he reaches the age of 14, and even there as in France and Belgium and Prussia there are institutions of secondary education, such as *Trade-schools* and *School of Design*, established by the Government, in which mental culture and instruction in those principles of science which enter into the various branches of handicraft are carried onward. The measure before us, which owes its existence to the labours of Mr. Ewart, M.P., is a most useful substitute. There are thousands of children who have been at our elementary schools, yet taken away before they acquire the most imperfect knowledge of their own language, and they soon lose even the mechanical ability to read and write. This result is not very creditable to a Christian land. The establishment of a free library in any town would soon prepare the way for local exertions or legislative acts which will superadd instruction in the principles of scientific trade, from the want of which, more than any other cause, the future increase or even existence of our commercial prosperity stands in danger. Hitherto England owes her pre-eminence to her accidental natural advantages, her coal mines and insular position. The want of these advantages has led other countries to find their compensation in rearing up artisans more skilled and scientific than our own. Moreover by the discovery of steam our natural advantages became of minor value, for this reason, that the raw material beforehand and the products of manufacture afterwards can be more rapidly and cheaply carried to other lands. Overlooking, therefore, the debt due to the great masses of our artizan class, whose value we have too long estimated as so many hands instead of so many heads, England owes it to herself, most imperatively, if she will not be outstripped in the market of the world, no longer to put her trust in her coal mines, but in the multiplication of her skilled mechanics and in their increased intelligence and their knowledge of the principles of labour. It is her duty to them as well as to herself, that our country should seek to develop those inventive principles and germs of art which God has implanted in every workman at home, as well as in France or Belgium.

There are two classes of interest with which this and kindred efforts will be brought into collision. The vendors of small and trashy reading, and the numerous owners of beer-shops who fatten on the intemperance of the working men. The young mechanic, who has learnt at school to read, will naturally call, especially in these exciting times, where alone he can read the public newspaper, and to this early habit of *taverning* he will sacrifice the profits of his labour and all the blessings that come in the track of sobriety, providence, and self-reliance.

There are some who may raise an objection to the principle of taxing any for the benefits of others. Our Houses of Parliament have, in passing this bill with unusual unanimity, pronounced their opinion of this objection. The same objection may be advanced to the princi-

ple of relieving the poor out of the borough rates and, indeed, with greater force, for while such a mode of relief is unquestionably attended by social evils, and the benefit is limited to the recipients of parochial relief, to elevate the working classes in the social and mental scale is to extend a corresponding benefit to every rank. That man is a short sighted politician who cannot see that every step in the social advancement of our generally well paid artisans is a step towards lessening the poor rates and the enrichment of society. Every man whom you make intelligent in his workmanship, and every man who is exercised in the habit of storing up a portion of his profits becomes, in a truly political sense, a capitalist however small, and it is the multiplication of such men that makes a country great.

As more true and large-hearted views of popular education prevail among us, narrow objections will fade, and more resolute efforts will be made to ameliorate the condition of the community. By benefiting them, we benefit ourselves. We are all one. Let us introduce higher aims of life than to eat and drink and work, and infuse better tastes and higher interests into their common life. The dawning of a better day has already begun. Christian philanthropy, taking its lessons and principles from God's word, is abroad. It is acknowledged now and felt that the basis of a country's prosperity is the welfare of the millions. Legislation admits the fact. This measure is one of those admissions. Its spirit is the spirit of a country which cultivates free institutions. It forces nothing, but leaves a free people to take the initiative, and it becomes a question whether it would not be better to live under a despotic government, if a despot would promote improvement, than to possess the privileges of a free constitution and to neglect them.—*Papers for the Schoolmaster*.

#### Papers on Practical Education.

##### ON NATURAL HISTORY AS A BRANCH OF ELEMENTARY INSTRUCTION.

By G. TATE, F.G.S.

NATURAL HISTORY, as a branch of Education, has been almost entirely neglected in our Schools, although it treats of objects with which we come daily and hourly into contact, throughout the whole course of our lives. Much time is devoted to subjects, which have but a remote and indirect bearing on the pupil's future career; yet, how few there are who come out of the Elementary, or even Grammar School, with a knowledge of the name and history of the little plant which grows at the side of the play-ground, or of the rock which appears in the neighbouring valley.

For the neglect of Natural History in our Schools, Training Colleges are not a little to blame, for they have rarely given it an adequate place in their curriculum; and the consequence has been that few teachers have acquired a knowledge of the subject, or become imbued with a love of Natural History pursuits. The technicalities of the science have proved a stumbling block to many, who have not enjoyed the advantages of special collegiate instruction. But an intelligent teacher need not be scared away by such difficulties, for they may be as easily surmounted as the preliminary obstacles which bar the entrance into mathematics or classics. Indeed, we know no class of men for whom Natural History studies are more fitted than for teachers. Most of them have sufficient leisure for these pursuits, which have this peculiar advantage, that while they improve the mind they give health to the body. What more beneficial to the teacher, than to escape from the crowded school-room, and to wander over green fields and wild moors, through shady forests, or along the solitary shore, and to examine, as he passes, the lovely flower, blushing beneath the hedge; the rock forming the picturesque cliff; the insects flitting in the air; or the finny tribes sporting in the waters!

The introduction of Natural History as a prominent subject of school instruction would, we are persuaded, not only impart valuable knowledge, but also improve the taste of the pupils, and furnish them with healthful sources of enjoyment. It would be an efficient means of mental training, well suited to children; for it would teach how to observe, to note qualities and forms, to mark agreements and differences, and how to describe natural objects in precise and distinctive language. The higher faculties of the mind are also called into exercise, in discovering the relations which the varied productions of nature have to each other, and in grouping and classifying them according to these relations.

There is probably no occupation which might not be more or less benefited by a knowledge of Natural History; it has a direct bearing on medicine, agriculture, gardening, mining, and, indeed, most mechanical employments; but to the emigrant—and in these days, many of our fellow-countrymen seek in distant colonies a more profitable field of labor than they can find in their native land—it is of incalculable value. Through ignorance of minerals, quantities of Iron

Pyrites, which have the yellow glittering aspect of the noble metal, but which are comparatively worthless, have been sent from distant lands to England, under the belief that they contained gold. Not long ago, a Californian adventurer picked up a bright transparent crystal, which he imagined was a diamond, and for which he refused £200; he brought it to England, and learnt that it was worthless. A little knowledge of Mineralogy, which might have been given in any Elementary School, would have taught him that this crystal, which he prized so highly, was only a six-sided prism of quartz, and that it could not be a diamond, since this valuable gem never assumes that form.

It is no slight recommendation of Natural History, that the materials for its study are inexhaustible, and that they lie in every man's path. Hence it is, that he who has received elementary instruction in this department of science is ever brought into connection with the beautiful the wonderful, and the perfect; he can interrogate Nature, and understand her responses; he is surrounded with familiar friends—though solitary, he is never alone—rocks, plants, and animals, are to him ministering spirits, full of hidden meanings, and ready to contribute to his improvement and happiness.

To children, Natural History can be most efficiently taught out of doors. Here, if anywhere, pleasure may be combined with instruction. For this purpose, rambles should be taken into the country pretty frequently, when the weather is favorable. Let Botany, for example, be the subject studied; the teacher should visit with his pupils some pleasant spot where the wild flowers grow in profusion; the pupils should gather these plants, and the teacher, seated, it may be, on a grassy hillock, or on a jutting rock, should, making use of the materials collected, explain their character, structure, and relations. Nor will the intelligent teacher neglect to link with direct instruction the legends, and the historical or remarkable events of the district, so as to invest the natural objects with local associations, giving a deeper interest to his subject. The rector of an academy in Scotland, who is an accomplished Entomologist, acts the peripatetic philosopher with his pupils, and from his school several good naturalists have gone forth; and we read, not long ago, an account of a National School in the south of England, where the children had made no inconsiderable progress in Botany. We are persuaded that Natural History could be taught to children even from an early age, without materially interfering with the time devoted to other branches; and we may hereafter enter into more practical details on the subject. In the meantime, we would ask any intelligent teacher—would not the adoption of some such plan as we propose have a healthful influence both on himself and his pupils? Would it not relieve the tedium of the ordinary school routine, carried out as it is for the most part in confined apartments; and while opening out new sources of instruction and enjoyment, would it not lay the foundation of much future happiness? Let him fairly attempt to work out our suggestions, and we are sure of a satisfactory result.

#### SYMPATHY WITH CHILDREN.

One of the greatest secrets of success in managing the young is sympathy with them as children. Nothing but this will lead to a proper understanding and appreciation of the motives by which they are governed, or enable us rightly to estimate the efforts they make for improvement. The following indicates that the writer had taken one valuable lesson as a Teacher:

"At one period of my life, when instructing two or three young people to write, I found them, as I thought unusually stupid. I happened about this time to look over the contents of an old copy-book, written by me when I was a boy. The thick up strokes, the crooked down-strokes, the awkward joining of the letters, and the blots in the books, made me completely ashamed of myself, and I could, at that moment, have burned the book in the fire. The worse, however, I thought of myself the better I thought of my backward scholars; I was cured of my unreasonable expectations, and became in future doubly patient and forbearing. In teaching youth, remember that you once were young, and in reproving their youthful errors, endeavor to call to mind your own."

It was as true of us, as of Paul, that when we were children we *spoke, understood, and thought*, as children; it will be true of all other children. If then we would influence them, would control entirely, we must remember that they are *children*.

The young act from *impulse* rather than *reflection*; many of their acts, troublesome though they may be, and apparently designed to annoy us, are merely the result of momentary impulse,—entirely harmless in itself—acted out, not from deliberate intention, but merely from the absence of that consideration or reflection from which alone self-control results. A child whispers to a seat-mate or class-mate, because he happens to think of something too good not to be told. The boy, full of life, with healthful blood coursing through his frame, does not sing or whistle. "it whistles itself." A child often laughs because it sees some-

thing, or thinks of something, really laughable. Who of us has not felt an irresistible inclination to do the same even under circumstances in themselves the most solemn?

Happy is the Teacher who can really enter into the feelings and motives of childhood; and fortunate is the Teacher who can discriminate between the apparently wrong actions which are caused by such sudden impulses, and those which are the result of deliberate intention to do wrong. Such a Teacher will be willing to receive with a good grace the frank statement by the scholar of the real cause which prompted the act; and while he receives the statement in a proper spirit, as did the one who was told by the boy who had laughed during the devotional exercises,

"I saw a mouse in time of prayers,  
Come down the rope for want of stairs,"

he will rise, rather than sink, in the estimation of the scholar and the school.

True, the things here spoken of must not be allowed to pass without rebuke, but the measure of reprehension must be proportioned to their real character; and it is the clear perception of what is required, and the just discrimination shown, which marks the true Teacher, which commands the confidence, and the *respect*, as well as the esteem of scholars.—*Ohio Journal of Education*.

#### THE AFFECTIONATE TEACHER.

BY THE REV. ADAM BLYTH.

It is curious to observe from the biographies of good men, how they have all been distinguished by their love for children. This was the case with Dr. Chalmers, Sir Thomas Fowell Buxton, Edward Bickersteth, and a host of others whom we cannot name. Human excellence, like Divine perfection, would ever seem to be proclaiming, "Suffer little children to come unto me, and forbid them not."

We presume it will be admitted that between a teacher and his scholars there must of necessity be something in common. Now, what this something is, children themselves are always the first to discover. They seem to have an intuitive perception of those who love them and take pleasure in their company. With narrow, selfish hearts they will have nothing to do, while to the man of warm and benevolent sympathies they are sure to be attracted. The feeling is mutual, and so the action is electrical. Hence the discovery sometimes made of a person's disposition by his feelings towards children, and by their feelings towards him. Hence the saying of the philosopher, "Never make that man your friend who hates the laugh of a child." And hence, too, the suspicion which we always feel that those cannot make effective teachers who do not possess warm and genial souls.

Love to children, and sympathy with them, therefore, must ever form a prominent feature in a teacher's character. The irrepressible affection of his heart must gush out towards the objects of his tender charge. His beaming eye—his gentle tone—his winning manner—all will be unmistakeable evidences of the heavenly fire within,

—"Affectionate in look,

And tender in address, as well becomes

A messenger of grace,"

his will be the "thoughts that breathe, and the words that burn." His own soul throbbing with love to the Saviour, he will seek to communicate those pulsations to all the members of his class. With any other than a warm and glowing heart, indeed, it is worse than useless in any one to assume the office. Coldness of spirit, or indifference of manner, should find no toleration here. For want of this essential requisite, how many among the young have already suffered seriously, if not irrecoverably! Instead of being invited, they have been repulsed, and the seeming neglect, or actual unconcern of one, has thus proved the spiritual injury of multitudes. To approach a forbidding countenance, or selfish or unsocial spirit, will be deemed, even by anxious and enquiring minds, as being either an impertinent or an unprofitable act; and, in either case, a fearful amount of responsibility is incurred.

It is of the highest importance, therefore, that the teacher should more and more cherish the spirit of Christian love towards those whom he is engaged in instructing. Herein lies one great secret of his strength. On this vantage ground he will be enabled to work most effectively.

The affectionate teacher for example, will never fail to secure *the attention of his scholars*. Desirable as this object is, it is as every one knows, somewhat difficult of attainment; but in this case love will effect what mere sternness or authority will utterly fail to accomplish. In the prison at Newgate, where Mrs. Fry used to find the objects of her devoted benevolence, there were some unhappy criminals whose hardened hearts nothing seemed capable of subduing. Everything had been tried with the view of producing a softening impression; but all apparently in vain. At length Mrs. Fry

addressed them—took pains to instruct them—and prayed with them; and the most cheering results frequently followed. On being asked what produced this great change upon them, often would these unfortunate prison inmates be heard replying, "Mrs. Fry's look of love!" In like manner, we have seen a room of unruly children, upon whom threats and punishments had been literally showered without effect, awed, and composed, and solemnized by the silent entrance of a fellow-teacher, whose countenance beamed with tenderness and pity, and spoke to the offending parties more eloquently than the choicest words.

Again, the affectionate teacher will be sure to call forth, not only the attention, but also *the love and confidence of his scholars*. There is an omnipotent power in Christian love, which nothing can withstand. In the life of David Nasmyth, we are told that when in America he on one occasion attended a meeting where a young man, a student at law, had uttered opinions at variance with the gospel of Jesus. Mr. Nasmyth felt interested in him, and resolved to make an effort for his spiritual advantage. On leaving the place of meeting, he walked some distance with the young man, and addressed him with a tenderness of manner and a Christian frankness that completely won his confidence and respect. When they separated, he threw his arms around the young man, and thus addressed him: "I fear, my young friend, you do not love Christ; allow a stranger to commend Him to you—you will never be happy till you put your trust in Him." They parted for ever; but the scene made an impression on the young man's heart which never left him until he was converted to God. And who can tell how many such cases have occurred under the affectionate instructions of the teacher? A little boy was once heard expressing a preference for a certain teacher over every other in the school to which he belonged. On being asked the reason for that preference, his reply was, "Because he always talks to us *till he weeps*."

This affectionate earnestness, therefore, it is plain, should be sought for by all who possess it not, and should be made still more influential in the case of those in whom it dwells. The three great rules which have been laid down for ministers, are on this point equally applicable to teachers—namely that they should get their subject into their minds—throw themselves into their subject—and pour both themselves and their subject into the bosoms of those whom they address. As has been well said, "There is most of the heart where there is most of the will; and there is the most of the will where there is most endeavor; and where there is most endeavor, there is generally most success; so that endeavor must prove the truth of our desire, and success will generally prove the sincerity of our endeavor."—*British Messenger*.

#### SOCIAL INFLUENCE OF CHILDREN.

A gentleman reports that he once found Mr. Wilberforce in the greatest agitation, looking for a dispatch which he had mislaid; one of the royal family was waiting for it—he had delayed the search till this last moment—he seemed, at length, quite vexed and flurried. At this unlucky instant, a disturbance in the nursery overhead occurred. My friend, who was with him, said to himself, "Now, for once, Wilberforce's temper will give way." He had hardly thought thus when Wilberforce turned to him, and said, "What a blessing it is to have these dear children; only think what a relief, amidst other hurries, to hear their voices, and know they are well."

#### UNDISCOVERED CHARACTER.

Every man has in himself a continent of *undiscovered character*. Happy is he who acts the Columbus to his own soul. Our especial danger lies in the direction of *undeveloped character*. No man knows what is in him until he is tried. Then God makes him know "what is in his heart." Abraham did not know how much faith he had, until he had flashed the naked blade over the breast of his darling son. Moses did not discover how much meekness God had endowed him with, until he was tried by the contradiction of the stubborn sinners in the wilderness. On the other hand, Judas probably fancied himself a fair "average specimen" of honesty, till the bag was entrusted to him, and the chief priests began to tamper with him. Peter stoutly insisted on his own courage and constancy, until God let him know what a *flaw* there was in his iron. And just there the iron broke. For the undeveloped part of our characters is the very part from which we may expect the greatest danger.

The undetected flaw lets the axle break when the locomotive is spinning along the track at forty miles per hour, and hence the frightful wreck of cars, freight, and human lives. And never are we in greater peril than when dashing along in high success, amid the gaze and admiration of all onlookers. At such times look out for the axle! The secret traits of character often lie dormant for years in the hidden recesses of the soul. They are like certain seeds that

will remain in the bosom of the earth for a prodigious length of time, until some application is made to them. Then they spring up. If no awakening substance touches them, they slumber on, unseen and unknown for ever. They tell us that in Scotland is a battlefield on which the natives of the soil and the Saxons once met in terrible conflict. No monument marks the scene of the bloody fight. All over the field grows the beautiful Scotch heather except in *one spot*. There a little blue flower grows abundantly. No flowers like them are to be found for many a league around. Why are they there? The reason is this. Just in the spot where they grow, the bodies of the slain were buried, and the earth was saturated with the blood and the remains of the unhappy victims. *The seeds of these flowers were there before*. As soon as the blood touched them they sprung up. They developed. And every blue flower on Culloden field, as it bends to the mountain breeze, is a memorial of the brave warriors who dyed that heathery sod with their crimson gore.

So it is with character. The seeds of action lie deep beneath the surface. The seeds of heroism and the seeds of crime, good and evil germs, lie latent in the heart. For a lifetime they may remain unknown and unrecognized; perhaps never are developed in this lower world. The seeds of the blue flowers at Culloden would, probably, have lain there undetected to this day, but for the trickling about them of human blood. That called them forth.—*Rev. T. L. Cayler*.

## JOURNAL OF EDUCATION, Upper Canada.

TORONTO: APRIL, 1856.

\* \* Parties in correspondence with the Educational Department will please quote the number and date of any previous letters to which they may have occasion to refer as it is extremely difficult for the Department to keep trace of isolated cases, where so many letters are received (nearly 600 per month) on various subjects.

### SUPERIOR AND ELEMENTARY EDUCATION IN LOWER CANADA.

Several important Resolutions relating to Superior and Elementary Education in Lower Canada have during the present month been submitted to the House of Assembly by the Honorable George E. Cartier Secretary of the Province. The ninth Resolution refers to Upper Canada.

On the 1st instant the Hon. Mr. Cartier moved;

That the house resolve itself into Committee of the Whole, to take into consideration a series of resolutions on the subject of the encouragement of Superior Education, and the establishment of Normal Schools in Lower Canada. The resolutions were to the following effect,

1. That a permanent fund be established for the promotion of superior Education in Lower Canada.
2. That the estates and property of the late order of Jesuits be appropriated as the capital of such fund; and that all monies arising, as capital, from the sale or commutation of any portion thereof, be invested as part of such fund.
3. That the revenues and interests arising from the said fund, with the unexpended and unclaimed yearly balances of the Common School Fund for Lower Canada, and a yearly sum of five thousand pounds from the Consolidated Revenue Fund of this Province, with such further sum (if any) from the Lower Canada School Fund, as may be necessary to make up a total of twenty-two thousand pounds yearly, be appropriated as an Income Fund, applicable yearly to the purposes aforesaid.
4. That the amount of the said Income Fund or such portion thereof as the Governor in Council may direct, and except such as may be required for other purposes under the following resolutions, be yearly apportioned by the Superintendent of Schools for Lower Canada, in such manner and amongst such Universities, Colleges, Seminaries, Academies, High or Superior Schools, Model Schools, and Educational

Institutions other than the ordinary Elementary Schools, as the Governor in Council shall approve, and subject to such conditions as he may direct.

5. That such sum as the Governor in Council may direct not exceeding five hundred pounds in any year, be yearly appropriated as an aid towards the formation of Parish or Township Libraries, in localities where adequate contributions may have been made for the same purpose.

6. That the Governor in Council be authorized to adopt all needful measures for the establishment of one or more Normal Schools in Lower Canada, containing one or more Model Schools, for the instruction and training of teachers, to select the site or sites for the same, and to erect or procure the requisite buildings and appurtenances.

7. That a sum not exceeding one thousand five hundred pounds be yearly applied out of the Common School Fund for Lower Canada, for the salaries of officers and contingent expenses of such Normal School or Schools; and a further sum not exceeding one thousand pounds yearly, as an aid to facilitate the attendance of teachers at the said Normal School or Schools; with power to the Governor in Council to apply to the said purposes a further sum not exceeding two thousand five hundred pounds out of the said income fund, if the sums first mentioned be found insufficient.

8. That a sum not exceeding two thousand pounds be yearly set apart, appropriated and invested under the orders of the Governor in Council, to form, with the proceeds of any property already acquired for Normal School purposes in Lower Canada and not deemed suitable therefor, a building fund to defray the expense of providing the necessary sites, buildings and appurtenances for the said Normal School or Schools.

9. That the sum of five thousand pounds be appropriated yearly out of the Consolidated Revenue Fund for the encouragement of Superior Education in Upper Canada, to be distributed by annual parliamentary vote, among the Collegiate Educational Institutions in that portion of the Province or such of them as the Legislature shall designate.

On the 8th instant, Mr. Cartier also submitted the following Resolutions to the House, relating to Common Schools in L. C. :

1. That School Commissioners or Trustees of Dissident Schools, in Lower Canada, be empowered to raise by assessment and rate, for Common School purposes, an additional sum not exceeding that which they may now raise under the tenth sub-section of the twenty-first section of the Lower Canada School Act of 1846, (9 Vict., c. 27.)

2. That out of the School moneys to which any Municipality may be entitled for any year, the Superintendent of Schools for Lower Canada be authorized, with the approval of the Governor in Council, to retain a sum not exceeding twenty pounds, towards the support of a Model School in such Municipality, as intended to be established under the fourteenth section of the Lower Canada School Amendment Act of 1849.

3. That out of the Legislative Grant for Common Schools in Lower Canada, a sum not exceeding one thousand pounds be yearly set apart for special aids to Common Schools in poor Municipalities in Lower Canada.

4. That out of the said Legislative Grant, a sum not exceeding four hundred and fifty pounds be yearly set apart for encouraging the publication and circulation of a Journal of Public Instruction in Lower Canada.

5. That out of the said Legislative Grant, a sum not exceeding five hundred pounds be yearly set apart towards forming a fund for the support of superannuated and worn-out Common School Teachers in Lower Canada.

6. That the sums mentioned in the next preceding resolutions be expended by the Superintendent of Schools for Lower Canada, under regulations to be made by him, with the approval of the Governor in Council.

7. That there be established a Council of Public Instruction for Lower Canada, to consist of the Superintendent of Schools and unpaid Members, to be appointed by the Governor; and that the salary of the Secretary of such Council and the contingent expenses thereof, be paid as part of the contingent expenses of the Education Office for Lower Canada.

8. That the remuneration of the Secretary-Treasurers of School Municipalities may be in the discretion of the School Commissioner, increased to an amount not exceeding seven per cent. on the moneys received by them as such, instead of four per cent., as provided by the twenty-second section of the Lower Canada School Act of 1849, (12 Vict. c. 50,) such increased allowance to cover all services required of the Secretary-Treasurers by the School Commissioners or Trustees, and not to exceed thirty pounds in one year in any case.

#### ELEMENTARY EDUCATION IN ENGLAND.

The following Resolutions relating to Elementary Education in England were presented to the House of Commons by Lord John Russell on the 6th ultimo :

"1. That in the opinion of this House, it is expedient to extend, revise, and consolidate the minutes of the Committees of Privy Council on Education.

"2. That it is expedient to add to the present inspectors of church schools 80 sub-inspectors, and to divide England and Wales into 80 divisions for the purposes of education.

"3. That it is expedient to appoint sub-inspectors of British, Wesleyan, and other Protestant schools not connected with the church, and also of Roman Catholic schools, according to the present proportions of inspectors of such schools to the inspectors of church schools.

"4. That in the report of the inspectors and sub-inspectors, the Committee of Privy Council should have power to form in each division school districts, consisting of single or united parishes, or parts of parishes.

"5. That the sub-inspectors of schools of each division should be instructed to report on the available means for the education of the poor in each school district.

"6. That for the purpose of extending such means, it is expedient that the powers at present possessed by the Commissioners of Charitable Trusts be enlarged, and that the funds now useless or injurious to the public be applied to the education of the middle and poorer classes of the community.

"7. That it is expedient that in any school district where the means of education arising from endowment, subscription, grants, and school-pence shall be found deficient, and shall be declared to be so by the Committee of Privy Council for Education, the ratepayers should have the power of taxing themselves for the erection and maintenance of a school or schools.

"8. That after the 1st of January, 1858, when any school district shall have been declared to be deficient in adequate means for the education of the poor, the quarter sessions of the peace for the county, city or borough should have power to impose a school rate.

"9. That where a school rate is imposed, a school committee elected by the ratepayers should appoint the schoolmasters and mistresses, and make regulations for the management of the schools.

"10. That in every school supported in whole or in part by rates, a portion of the Holy Scriptures should be read daily in the school, and such other provision should be made for religious instruction as the school committee may think fit, but that no child should be compelled to receive any religious instruction to which his or her parents or guardians shall on conscientious grounds object.

"11. That employers of children and young persons between 9 and 15 years of age should be required to furnish certificates half-yearly of the attendance of such children and young persons at school, and to pay for such instruction."

"12. That it is expedient that every encouragement should be given by prizes, by distribution of the school fees, by libraries, by evening schools, and other methods, to the instruction of young persons between 12 and 15 years of age."

## NORMAL SCHOOL EXAMINATION.

### CLOSING EXERCISES.

Yesterday the examination of the Student-Teachers of the Provincial Normal School took place in the presence of a considerable number of spectators. Amongst these occupying the platform were His Excellency the Governor General, and his Aide-de-camp, Capt. Retallack; Rev. Dr. Ryerson, Rev. Dr. Lillie, Rev. Mr. Jennings, Rev. Professor Young, Rev. Dr. Barclay; William Bristow, Esq., Montreal; J. S. Howard, Esq., County Treasurer &c., &c.—Throughout the room were most of the City Ministers of the different denominations. The only subjects we had the pleasure of hearing an examination on were those of Natural Philosophy and History, and with these branches of study the students showed a very creditable acquaintance. After the examination of the students,

Dr. RYERSON, addressing His Excellency, stated that the examination which had closed was not intended as a test of the qualifications of those examined—the examinations to test their qualifications being of several days continuance; and all the questions being proposed to all the teachers alike, their written answers determined the standing of each teacher. The examinations to-day were merely intended to afford the public an opportunity of witnessing the mode of communicating instruction. He had pleasure in stating that, at the close of the fifteenth session of the Normal School, there was a larger number of teachers present than at the close of any previous session. The number who had applied for admission was 145; the number admitted was 137; the number who had received certificates of qualifications as teachers was 112; the number who had retired during the session, from sickness and other causes, was 25—a smaller number than had retired during the course of any previous session. The number who had received certificates of qualification, at the close of this session, was greater than at the close of any previous session. At the same time, the standard of qualifications for admission to the Normal School had been elevated from time to time, so that certificates of qualification now indicated a higher and more thorough standard of attainment in the several branches of Common School instruction, than during previous sessions. The average number of qualified teachers sent out every year from this institution, might be set down at about 150. By the kindness of His Excellency, he had had the opportunity, for several months past, of visiting different countries in Europe, and of communicating with parties connected with the departments of Public Instruction in those countries. And, after having renewed those enquiries in which he was engaged several years ago, he must say that he had not felt it necessary to suggest the introduction of any new principles into our general system of public instruction in this country, but had rather seen the propriety of maturing and carrying out more fully, thoroughly, and extensively, those principles which already entered into it. He was glad to find that our educational position was appreciated in other countries, and in conversing with many persons familiar with these subjects, in England and on the continent, he had found them uniformly subscribing, perhaps without an exception, to the general principles on which our system is founded. And he felt confident that, by persevering in the same course as they had hitherto followed, they would be able ultimately to have a system of public instruction, not merely established on sound principle, but carried out into a practical operation of which they need have no cause to be ashamed, and which would place Upper Canada in an advantageous position, as compared with any other country. He felt particular

gratification in his own mind, and he was sure that he was justified in expressing also the satisfaction of the members of the Board of Instruction, that they were favoured with the presence of His Excellency on the first occasion of the Semi-annual Examination since His Excellency's arrival in Upper Canada, as they had been on some former occasions with the presence of His Excellency's predecessors. So far as regarded himself and the teachers, and all those on whom the responsibility of the management of this and kindred institutions depended, there was no one circumstance that more encouraged them and lightened their labours than the marked attention which this institution and the system which it represented had received from time to time from the Representative of the Sovereign. He regretted that he had not been able to attend the whole of the examinations, but from what he had had the opportunity of seeing, he felt perfectly justified in stating that he considered there was no falling off, but that on the contrary there was some improvement in the modes of teaching and carrying out the practical work of instruction, in the several departments. The estimation in which the teachers were held throughout the country was attested by the rate of salary which was offered from time to time, and by the increasing desire on the part of the school authorities to avail themselves of the teachers who had been trained in the Normal School. Schools had been obtained for all the teachers who were qualified to go forth as instructors at the close of this session, and schools would have been obtained for them, had there been three or four times the number. The salaries of teachers of the first class were now £100 to £150, and of female teachers from £75 to £100. The average salaries of male teachers of that description were from £50 to £80, when this institution was first commenced, so that the average salaries of teachers trained in the Normal School were nearly double the salaries then common. He would not further detain His Excellency, but had thought it proper to make these few explanatory observations.

The GOVERNOR GENERAL then said,—addressing Dr. Ryerson—I have much pleasure in seeing you here in the midst I may say of the work of your own hands, in this building, along with the teachers of the institution, and those connected with it as members of the Council of Public Instruction. I am gratified to think that the result of your visit to Europe has been a confirmation of the soundness of the views on which the system of public instruction in this country has been based. I entertain no doubt of the truth of what you have said in regard to the estimation in which it is held in other countries, and can easily understand how very highly those countries which have themselves adopted a sound and effectual system will be disposed to appreciate ours. I look forward with hope to the carrying forward of that system to its full development under your auspices, and I rely upon your exertions for increasing the number and enlarging the sphere of usefulness of those teachers whom you send out. What you have said of the increase in the standard both of the salaries and of the qualifications of teachers, is very gratifying. And I feel that it ought to be the business of every one connected with the Government of this country, in whatever capacity he may have to act, to co-operate in this work. For every teacher who goes out from this institution to the country properly qualified is the centre of a new mass of information diffused around the school in which he or she works, and is as it were a foundation-stone on which some portion of the hopes of Canada's future must rest. I consider the examination, of which I heard a small part to-day, to be as you say not a test of the qualifications of the teachers, but as intended to show the public the ground covered by the instruction given within the walls of this institution. I conclude by again congratulating you, not only on the efficient state in which I find the institution, but on the prospect to be derived from the circumstance of so many well informed persons being now about to be sent out to take their share in the work of instruction throughout the country.

The benediction was then pronounced by Rev. Dr. Barclay, and the proceedings terminated.—*Globe*, 19th April.

## MODEL SCHOOL EXAMINATION.

The Model School examination took place yesterday, before a large and highly interested audience. The scholars looked quite cheerful, and went through the various exercises with more than usual accuracy. Lady Head and family, accompanied by Mr. Pennefather, the Governor's Secretary and Mrs. Retallack, were present during the afternoon and Her Excellency appeared very much pleased with the proceedings. At the close the Deputy Superintendent—Mr. Hodgins—made the gratifying announcement, that there would be a fortnight holiday; and shortly afterwards Dr. Ryerson, who had just arrived from his European tour, made his appearance, and was very heartily received. —*Leader, 18th April.*

## CULTURE OF THE NORMAL SCHOOL GROUNDS, 1855.

Toronto, 21st, January 1856.

To the Rev. Dr. Ryerson, Chief Supt. of Schools, C. W. :

REVEREND SIR,—Permit me the honor of presenting to you the following report for the season of 1855, regarding the Grounds attached to the Normal and Model Schools here, which are under my care.

The routine cultivation and improvement of the plant and ornamental departments has been followed up as far as practicable, and a number of new specimens have been added.

The trees and shrubs in general have made large progress, many of the shrubs having presented a very interesting and pleasing appearance while they were covered with a profuse load of blossom.

The grass lawn has improved and thickened very much, and now nearly presents that desirable closeness and carpet-like appearance so much prized in English lawns.

All spare ground (including those portions devoted to the purpose) has been appropriated to the growth of Annuals and half-hardy biennial and perennial flowering plants; many of the best and newest Annuals and Verbenas have been flowered in good perfection, from which (together with the development of the trees, shrubs and herbaceous plants, following each other in succession,) the grounds have presented a gay and pleasing appearance during the most of the summer months.

Although partly digressive from the proper subject matter of this report, I am anxious to notice the very great and annoying difficulty with which I, as well as many others, have to contend in connexion with one branch of ornamental planting, viz., street tree planting. Throughout the city many hundreds of these trees after being planted with care and properly protected, are yearly destroyed in the most wanton and cowardly manner. Looking at the expense incurred by individuals on account of these trees, and which are to be as much a boon to the public as to the planters for their grateful shade, shelter and ornament when grown up, I think the most energetic measures should be taken by the magistrates on behalf of the people, for the better protection of street trees.

How humiliating it must be to every one who at all appreciates the ornamental things in nature, after living in and walking through Canadian towns and cities, and seeing daily the torn, ragged and maimed apologies for trees along our streets, to find when he crosses the American frontier, that wherever trees can be either useful or ornamental there they are luxuriant and perfect, almost to a twig. Certainly there must either be more respect inculcated for, or more protection given to street trees there than here. But to resume—

In the Fruit Garden some of the Pears, upon Quince stocks, have borne fine specimens, but a few have shewn symptoms of decay and disease, from which one or two have died. This I attribute to the light nature of the soil, as pears do best on a rather heavy loam and a coal bottom, but in these grounds there was no choice in that respect.

Strawberries and other small fruits have had large crops of fine fruit; some of the new and improved varieties shewing great superiority both in size and flavor.

In the Experimental Garden, several of the most useful and generally cultivated vegetables and roots have been compared in their various sorts; the results of the sorts tried are as under:

*Cabbages.*—Garden sorts: Early York, Enfield Market, and Atkins' Matchless, were planted on one day in the same square and treated equally. The Enfield Market came in first, the Early York next, and Atkins' Matchless latest; the difference between the sorts being about ten days. The Enfield Market gave double the produce of the Early York, and Atkins' Matchless gave one-fifth more than either; both the Market and Matchless are equal in quality to the York, and are not so liable to maggot at the root.

*Peas.*—Early Albert, Early Emperor and Early Kent were sown on one day and treated equally; the Emperor came in first by one week, the Kent and Albert were nearly alike. The Albert and Emperor produced about equal, the Kent being about one-fifth under—in flavor the Emperor stands first and the Albert next.

*Onions.*—The Red Spanish, Yellow Portugal, and the Silver-skinned were sown together, separately, and were treated alike; the Yellow gave the largest and healthiest crop, the Red about one-fourth under both in weight and quality, and the Silver-skinned nearly one-half under the Yellow, and not so well matured.

*Savoy.*—New (dwarf) French Savoy gave one-third more of perfect cabbage-heads than either the Dwarf Curled or the Common Curled-green, all being planted on the same day and treated alike.

*French Beans.*—The Early Buff, Red Speckled and Purple Speckled planted on the same day and treated alike; the Buff came in first by two weeks sooner than the White Speckled, and three weeks sooner than the Purple Speckled; the produce of the Buff was one-third more of usable pods than the White Speckled, and one-fifth less than the Purple Speckled.

*Field Cabbages.*—The French Quintal, the St. Denis and the Flat Dutch were compared as before stated; the Quintal gave the largest yield, the St. Denis one-fourth less, and the Flat Dutch one-third less. I believe the St. Denis would equal the Quintal in weight were it healthy, but in all my experience it has always had a tendency to maggot at the root, generally losing about one-fourth of the crop. As a general rule the Quintal is the healthiest of the large Cabbages, and will perfect more heads than any of the others, it is also of excellent quality either for the kitchen or as food for stock.

*Carrots.*—The White Belgian, the Long Red and the Altringham were compared; the White Belgian gave one-fourth more bulk than the Long Red, but only one sixth more weight; the Altringham was one-fifth lighter than the White, but of finer texture and quality than the Long Red, and as a feeder I think would exceed any of the others.

*Mangold Wurtzel.*—The Long Red and Yellow Turnip-rooted were compared; the Long Red gave one-fifth more bulk but only one-eighth more weight than the Yellow; the Long Red I think would farther exceed the Yellow on poor land.

*Grass.*—A square of the grass land which was sown partly with Lucerne in 1853, was compared with a little square which was sown with Timothy and Clover; when cured for hay the Clover and Timothy portion exceeded the Lucerne by one-fifth (partly on account of the Lucerne losing its leaves in drying), but the first after-math of the Lucerne was equal to the Clover and Timothy portion, and the second after-math of the Lucerne was twice as heavy as the Clover and Timothy portion. The Lucerne stands the climate perfectly well, and has been getting stronger each season; it is most economical to use it in its green state.

WILLIAM MUNDIE,  
Supt. of Grounds.

PROVINCIAL CERTIFICATES GRANTED BY THE  
CHIEF SUPERINTENDENT FOR UPPER CANADA.

EDUCATION OFFICE, TORONTO, 15th April, 1856.

The Chief Superintendent, on the recommendation of the masters of the Normal School, and under the authority of the Upper Canada School Act of 1850, 13th and 14th Vict., chap. 48, has granted the undermentioned students of the Normal School during the Fifteenth Session, 1855-56, Provincial Certificates of qualification as Common School Teachers in any part of Upper Canada.

[The Certificates are numbered and recorded in the Register of the Department by divisions, in the following order:]

*Omitted last Session.*

351. SECOND CLASS—MALE—John Kellock.

FIRST CLASS.

1st Division A.

*Males.*

352. Alexander Black.  
353. James Carlyle.

*Males.*

354. David Fotheringham.  
355. John Hunter.

2nd Division B.

356. Robert Alexander.

3rd Division C.

357. Stephen Dadson.  
358. Lewis Corydon Moore.

359. Abraham Pratt.

1st Division A.

*Females.*

360. Mary Foster.  
361. Fanny Gordon.

*Females.*

362. Margaret Irvine.  
363. Mary Lester.

2nd Division B.

364. Charlotte Madeline Church-  
ill.

366. Catherine Magan.  
367. Nancy Strickland.

365. Mary Turner Hoig.

3rd Division C.

368. Jane Bettie.  
369. Mary Ann Gill.  
370. Mary Houlding.  
371. Sarah Ann Pickersgill.  
372. Lucinda Pyper.

373. Adeline Shenick.  
374. Margaret Strickland.  
375. Catherine Walker.  
376. Isabella Walker.

SECOND CLASS.

1st Division A.

*Males.*

377. Justin Badgero.  
378. William Dodds.

*Males.*

379. Thomas Gooch.  
380. Thomas Green.

2nd Division B.

381. John Brown.  
382. Robert Brown.  
383. John Cameron.  
384. George Husband.  
385. John Mitchell.

386. William Ruthven.  
387. Benjamin Shirreff.  
388. Charles Shortt.  
389. George Smith.  
390. Hugh Thompson.

3rd Division C.

391. David Brown.  
392. Dugald Livingstone.  
393. Alexander McGregor.

394. Duncan McIntyre.  
395. William Milliken.  
396. Samuel Moyer.

1st Division A.

*Females.*

397. Anna Button.  
398. Eliza Anne Crawford.  
399. Susan Hamilton.  
400. Amy Caroline Jones.

*Females.*

401. Catherine McNeice.  
402. Anne Maria Paul.  
403. Anne Wharin.

2nd Division B.

404. Martha Andrews.  
405. Elizabeth Buchanan.  
406. Mary Avis Dew.  
407. Catherine Kennedy.  
408. Hannah Clarinda Kerr.  
409. Jane McLean.

410. Mary Maria Marlatt.  
411. Margaret Murchison.  
412. Fanny Rutledge.  
413. Catherine Ryan.  
414. Mary Anne Sinclair.  
415. Agnes Sweetin.

3rd Division C.

416. Rachel Harley.  
417. Margaret Hunter.  
418. Margaret Jack.  
419. Mary Kerr.  
420. Mary McLellan.  
421. Mary Ann Minshall.  
422. Catharine Mulhern.  
423. Esther Rich.  
424. Hannah Robertson.  
425. Annie Webster.

AMERICAN EDUCATIONAL SOCIETIES AND INSTITUTIONS.

(From the Rev. Dr. Baird's Report.)

The American Education Society, and its branches, aided last year 610 young men who are preparing for the ministry, and the Board of Education of the Presbyterian Church aided 864, in all 974, belonging, with few exceptions, to the Congregational and Presbyterian Churches alone. The Baptists, the Episcopalians, the Lutherans, the Reformed Dutch, the Cumberland Presbyterians, and other Evangelical Churches, also take great and increasing interest in the subject of properly educating their young men for the sacred ministry. We should not go too far if we were to say that it is probable that nearly, if not quite, 2,000 pious young men in the United States are at this moment receiving assistance from some society or association, in their efforts to prepare themselves, so far as human training can go to preach the gospel; and this at an expense of 250,000 dollars at least. It is not necessary for me to say that great numbers of young men receive no such assistance, because they do not need it.

It may be proper to say here, that in addition to what is given to educate young men for the ministry, large sums of money are raised every year to found, or better endow, grammar schools (or academies, as they are often called with us), colleges and theological seminaries, and this by nearly every Protestant branch of the church. There are no less than 6 theological seminaries, 20 colleges, and 60 academies, in possession of and under the direct control of one branch (the Old School) of the Presbyterian Church. The Methodists have 24 colleges. The Baptists have 10 theological schools and faculties, and 25 colleges. And all the other denominations have each one or more colleges. These colleges are not sectarian, but decidedly religious. The Bible is read and studied—sometimes the catechism, but not generally. They are open to young men of every creed, and it is a rare thing to hear of *proselytism* in favour of any particular church, though proselytism in favour of the gospel and all its blessings is earnestly pursued. I may name a college, that of New Jersey, at Princeton, which was founded by Presbyterians, and has ever been in their hands, at which, (distinguished men of all communions have been educated, and among them several bishops of the Protestant Episcopal Church, one of whom the late Bishop Hobart, of New York), was for some time an officer in it.

Before I pass from this topic, I wish to say, that there is no subject in which greater interest is taken in the United States, than that of education. Not only is much doing for both primary and superior education, but also for intermediate schools. Beside those just referred to an immense number of female academies have risen up, and many for boys. And lately, a movement has commenced in relation to establishing what are called "*People's Colleges*." These are large schools, in which young men and young women—sons and daughters of farmers, mechanics, tradespeople, and others, who have received a common education in the primary schools, may, in the course of a year or two, or two or three winters, be far better instructed in the ordinary branches of education, and be taught the principles of the science which their future avocations may demand. Geography, history, grammar, some branches of mathematics and natural philosophy, the elements of chemistry, the constitution of the United States, the art of writing and speaking with propriety, &c.,—these are the subjects of study; sometimes, one or two modern languages, but seldom Greek or Latin. This is a very recent movement. There are, in the State of New York, at least ten such colleges, some of them attended by 500, 600, and even 800 students. One of them had last year 1,200 students, young people of both sexes, who lived in separate boarding houses, occupied different parts of the same lecture-room and listened to the same instructions. Under a strong moral and religious influence, these young people are taught to have confidence in themselves, and to respect each other. And it must be confessed, that the experiment thus far works well. They are not children, but young men and women, influenced by the strongest desires to receive a better education than can be found in the ordinary schools. They have but a few months, or one or two years at most to spare, and that with the most rigid economy; and they expect to return to the labours of an industrial life. They are generally the children of religious people, and many of them are themselves pious persons. There are few things in America more interesting than this movement. It reminds one somewhat of the scholastic institutions of the middle ages.

### Miscellaneous.

#### "THE LITTLE BRIGHT-EYED BOY."

Step softly! 'tis a solemn spot,  
Where rests our pride and joy;  
Step softly! for he sweetly sleeps—  
"Our little bright-eyed boy."

'Twas dark as night, the shade that stole,  
Across his sunny face;  
And none, we felt, save God alone,  
The long, long sleep could chase.

Those feet shall tread life's path no more,  
With weariness oppress'd;  
And folded are those little hands,  
Upon the quiet breast.

So gently did the angel come,  
Who bore him hence away,  
It seem'd as though he only slept,  
Just at the break of day.

But now we feel that he is gone,  
"Our little bright-eyed boy;"  
We miss him—miss his little voice,  
So full of love and joy.

The children miss him when they meet,  
To sing of Jesus' love,  
He's gone to swell in sweeter tones,  
The children's song above.

O then submissive be the tears,  
Shed for our pride, our joy;  
Soon, soon we hope to meet again  
"Our little bright-eyed boy."

Hastings.

KAVANAGH.

#### A WORD SPOKEN—UPON WHEELS.

We remember being much struck with a little story, that "a word fitly spoken," or to use the expressive Hebrew reading, "a word spoken upon wheels," even by the weakest and youngest, is precious as gold and silver.

One day a boy was tormenting a kitten, when his little sister said to him, with tearful eyes, "Oh, Philip, don't do that, it is God's kitten." The word of the little one was not lost; it was set upon wheels. Philip left off tormenting the kitten, but many serious thoughts were awakened regarding the creatures that he had before considered his own property. "God's kitten—God's creature, for he made it." It was a new idea. The next day, on his way to school, he met one of his companions, who was beating unmercifully a poor starved-looking dog. Philip ran up to him, and almost unconsciously using his sister's words, he said, "Don't, don't, it is God's creature." The boy looked abashed, and explained that the dog had stolen his breakfast. "Never mind," said Philip, "I will give you mine, which I have in my basket," and sitting down together, the little boy's anger was soon forgotten. Again had a word been unconsciously set upon wheels. Two passers by heard Philip's words, one a young man in prosperous business in the neighbouring town,—the other a dirty ragged being, who, in consequence of his intemperate habits, had that morning been dismissed by his employer, and was now going home sullen and despairing. "God's creature!" said the poor forlorn one,—and it was a new idea to him also;—"if I too belong to God, He will take care of me, though no one else will." Just then he came to a public house where he had been in the habit of drowning his miseries, and then staggering home to inflict new ones on his wife and children. He stopped, the temptation was strong; but the new idea was stronger. "I am God's creature,"—and he passed on. His wife was astonished to see him sober, and still more when he burst into tears, declaring that he was a ruined man, but that he was determined to give up drinking, and to trust in God. At that moment a knock was heard at the door, and the gentleman came in to whom we have before alluded. He too had been rebuked by the boy's words, for the scorn and loathing which he had felt to the miserable object before him. "God's creature! therefore entitled to help and pity." We need not detail the words of hope and comfort, and the performance of active assistance, which in a short time lifted up the poor man's head, and made him one of God's thankful and joyful "creatures." It would be well for us all, old and young, to remember that our words and actions, aye, and our thoughts also are set upon never stopping wheels, rolling on and on into the pathway of eternity.—*Miss Brewster—in Eng. S. S. Tea. Mag.*

### THE MIND AND THE HEART.

It is a very instructive fact, that under the highest efforts of reason in other matters, the human mind has been satisfied with the most childish and absurd notions on the subject of religion. The men who erected the pyramids and left behind them those architectural monuments which still excite the admiration of the world, cherished with all their intellectual grandeur the most puerile and degrading notions of religion. Think of the men who planned and erected the pyramids worshipping cats, black beetles, and onions!

The Phenicians, who claimed the glory of the invention of letters, "and the knowledge of military and naval arts," were accustomed, when attacked by enemies, to chain the images of their gods to the altars that they might not abandon their city. The men who had in their hands the letters and commerce of the world, worshipped gods which they felt themselves obliged to tie up with chains, lest they should run away through fear! The statesmen, and orators, and poets of ancient Rome, are even now read in the highest schools in Christendom; but think of Cicero, and Tacitus, and Augustus Cæsar, looking into the entrails of a sheep, or watching the flight of birds, to propitiate the gods, or predict the result of a military campaign! This contrast between the mind and the heart becomes more striking when we look at distinguished individuals. Plutarch thought that our souls were made out of the moon, and would therefore return to it. This elegant and discriminating writer of ancient biography, gravely tells us, "that some think the inhabitants of the moon hang by the head to it, or, like Ixion, are tied fast to it, that its motions may not shake them from it; and it ought not to seem surprising that a lion fell out of it, into the Peloponnesus." Even the wise Plato thought the stars required and received nourishment. Seneca was of the same opinion, who says, "Hence it is that so many stars are maintained; as eager for their pasture as they are hard worked both by day and night."

This contrast between the mind and the heart is certainly one of the most striking anomalies in human nature. Do we not behold the same anomaly at the present day? Does men's knowledge of religious things keep pace with their general improvement? How often are the most penetrating genius and the largest acquisitions associated with religious opinions that are grossly incorrect and miserably low! What a practical comment is here given us upon the inspired declaration, "They did not like to retain God in their knowledge."—*Ibid.*

#### THE WAY TO EMINENCE.

That which other folks can do,  
Why, with patience, may not you?

Long ago a little boy was entered at Harrow School. He was put into a class beyond his years, and where all the scholars had the advantage of previous instruction, denied to him. His master chid him for his dulness, and all his then efforts could not raise him from the lowest place on the form. But, nothing daunted, he procured the grammars and other elementary books which his class-fellows had gone through in previous terms. He devoted the hours of play, and not a few of the hours of sleep, to the mastering of these; till, in a few weeks, he gradually began to rise, and it was not long till he shot far ahead of all his companions, and became not only leader of that division, but the pride of Harrow. you may see the statue of that boy, whose career began with this fit of energetic application, in St. Paul's cathedral; for he lived to be the greatest oriental scholar of modern Europe—it was Sir WILLIAM JONES.

When young scholars see the lofty pinnacle of attainment on which that name is now reposing, they feel as if it had been created there, rather than had travelled thither. No such thing. The most illustrious in the annals of philosophy once knew no more than the most illiterate now do. And how did he arrive at his peerless dignity? *By dint of diligence; by downright pains-taking.—Life in Earnest.*

#### THE SNOW.

The snow was proverbially called the "poor farmer's manure" before scientific analysis had shewn that it contained a larger percentage of ammonia than rain. The snow serves as a protecting mantle to the tender herbage and the roots of all plants against the fierce blasts and cold of Winter. An examination of snow in Siberia shewed that when the temperature of the air was seventy-two degrees below zero the temperature of the snow a little below the surface was twenty-nine degrees above zero, over one hundred degrees difference. The snow keeps the earth just below its surface in a condition to take on chemical changes which would not happen if the earth were bare and frozen to a great depth.

The snow prevents exhalations from the earth, and is a powerful absorbent, retaining and returning to the earth gases rising from vegetable and animal decomposition. The snow, though it falls heavily at the door of the poor and brings death and starvation to the fowls;

the air and the beasts of the field, is yet of incalculable benefit in a climate like ours, and especially at this time, when the deep springs of the earth were falling, and the mill streams were refusing their motive powers to the craving appetites of man. If, during the last month, the clouds had dropped rain instead of snow we might have pumped and bored the earth in vain for water; but, with a foot of snow upon the earth and many a foot upon the mountains, the hum of the mill stones and the harsh notes of the saw will soon and long testify to its beneficence. Bridges, earth works, and the fruits of engineering skill and toil may be swept away, but man will still rejoice in the general good and adore the benevolence of Him who orders all things aright.

The snow is a great purifier of the atmosphere. The absorbent power or capillary action of snow is like that of a sponge or charcoal. Immediately after snow has fallen melt it in a clean vessel and taste it and you will find immediately evidences of its impurity. Try some a day or two old and it becomes nauseous, especially in cities. Snow water makes the mouth harsh and dry. It has the same effect upon the skin, and upon the hands and feet produces the painful malady of chilblains. In Alpine countries snow water has been thought to be productive of the disease called *goitre*. The following easy experiment illustrates beautifully the absorbent property of snow: Take a lump of snow (a piece of snow crust answers well) of three or four inches in length and hold it in the flame of a lamp; not a drop of water will fall from the snow, but the water, as fast as formed, will penetrate or be drawn up into the mass of snow by capillary attraction. It is by virtue of this attraction that the snow purifies the atmosphere by absorbing and retaining its noxious and noisome gases and odors.—*National Intelligencer*.

#### MODERN ALEXANDRIA.

Modern Alexandria can scarcely be said to have any distinct characteristic. It is neither wholly European or Oriental, but an admixture of both. Its population is made up of Turks, Albanians, Syrians, Greeks, Jews, Copts, Armenians, French, Germans, Italians, and English. From 6,000 people previous to the Pashalic of Mohammed Ali, it has increased to 180,000, and is at this time rapidly improving in wealth and importance. The European quarter has wide streets and large elegant public and private buildings, and the trade is mostly controlled by Europeans—the business and court language being French.

In its palmy days, this city embraced a circuit of fifteen miles, extending from the sea to Lake Mareotis, and contained a population of six hundred thousand. It was founded by Alexander the Great after his conquest of Syria, 336 years before the Christian Era, and was laid out in the shape of a Macedonian cloak, with a bridge or causeway connecting with the Island of Pharos. It attained to great consequence and splendor under the Ptolemies, and as late as A.D. 640, when captured by Amer, under the Caliph Omer, was remarkable for its wealth and magnificence. Amer, in a letter to the Caliph, thus describes his conquest:

"I have taken the great city of the West. It is impossible for me to enumerate the variety of its riches and beauty, and I shall content myself with observing that it contains 4,000 palaces, 4,000 baths, 400 theatres or places of amusement, 12,000 shops for the sale of vegetables, and 40,000 tributary Jews."

The great Alexandrian library contained 700,000 volumes, including 200,000 belonging to the Kings of Pergamus, presented to Cleopatra by Marc Antony. This portion of the library was doubtless destroyed during the war of Julius Cæsar with the Alexandrians.

Omer should not be made answerable for all the barbarity connected with the history of this doomed city. Beside, if "a barbarous Persian overturned her temples, and a fanatical Arab burned her books," one of her most magnificent public buildings, the Temple of Serapis, owes its destruction to the bigotry and ignorance of the early Christians. The pious indignation of Theophilus could not tolerate the existence of this splendid pagan edifice, and he procured an order from Theodosius for its demolition, A.D. 389.

Pompey's Pillar, Cleopatra's Needles and the Catacombs alone remain to shew the artistic skill of the early inhabitants. The pillar in the whole is 98 feet high, with a single column or shaft of red granite 73 feet long, and 29 feet 8 inches in circumference at the bottom. It has a capital at the top, 16½ feet in diameter.

It was erected in honor of Diocletian about A.D. 300. Only one of the needles remain standing, and it is similar in all respects to the Obelisk at Heliopolis, from whence it was no doubt transferred to Alexandria. Another lies half buried in the earth near by.

The Catacombs are certainly very extraordinary subterranean excavations in the rock, as receptacles for the dead; but they have been desecrated by the mummy hunters, to an extent which has taken from them much of the interest of a visit.

The baths of Cleopatra are after the same class, and should rather be called catacombs than baths.

At the mosque or convent of St. Mark, which I visited, the Coptic priest assured me that they possessed the head and heart of St. Mark, and as these sacred relics are shown for a half a crown, in a very good state of preservation, I was not permitted to doubt the correctness of the story.

Leo Africanus, however, says these remains were carried off to Venice, and when I get there I shall, no doubt, have another sight of them, for another half crown. Historians, I believe, agree in saying that the Evangelist was put to death in Alexandria, but the mosque which was said to contain his remains was destroyed in the year 1219, and it will require the asseveration of more than one monk to convince a person of intelligence that the head and heart of the Evangelist did not suffer the fate of the morque which contained them.—*N. Y. Com. Adv.*

#### DISCIPLINE OF THE MIND.

It is not by mere study, by the mere accumulation of knowledge, that you can hope for eminence. Mental discipline, the exercise of the faculties of the mind, the quickening of your apprehension, the strengthening of your memory, the forming of a sound, rapid, and discriminating judgment, are of even more importance than the store of learning. Practise the economy of time. Consider time like the faculties of your mind, a precious estate; that every moment of it well applied is put out to an exorbitant interest. The zest of amusement itself, and the successful result of application, depend in a great measure, upon the economy of time. Estimate also the force of habit. Exercise a constant, and unremitting vigilance of the acquirement of habit, in matters that are apparently of entire indifference—that perhaps are really so, independent of the habits that they engender. It is by the neglect of such trifles that bad habits are acquired, and that the mind, by total negligence and procrastination in matters of small account but frequent occurrence—matters of which the world takes no notice—becomes accustomed to the same defects in matters of higher importance. By motives yet more urgent, by higher and purer aspirations, by the duty of obedience to the will of God, by the awful account you will have to render not merely of moral actions, but of faculties entrusted to you for improvement—by all these high arguments do I conjure you "so to number your days that you may apply your heart unto wisdom," unto that wisdom which, directing your ambition to the noble end of benefitting mankind, and teaching humble reliance on the merits and on the mercy of your Redeemer, may support you in the "time of your wealth;" and in "the hour of death, and in the day of judgment," may comfort you with the hope of deliverance.—*Sir Robert Peel*.

#### ORIGIN OF THE WORD ACADEMY.

The appellation of *Academy* with which it is now customary to dignify the meanest private schools, originally signified a pleasure-house a mile from Athens, where Plato held his philosophical assemblies. It took its name, *Academia*, from *Academos*, or *Ecademos*, an Athenian, to whom it belonged, and who had gymnastic exercises performed within it.

This academy was adorned by Cimon with fountains, shady walks, &c., for the convenience of philosophers; and hence all public places destined for the assemblies of the learned, have been called *Academies*. Sylla sacrificed the delightful groves planted by Cimon, to the laws of war, and employed those very trees to make machines to batter the city. Cicero also had a villa near Puzzuoli, which he called by the same name *Academia*. Here he entertained his philosophical friends; and here he composed his *Academical Questions*, and his books *De Natura Deorum*.

The first modern academy was established by Charlemagne; it consisted of the chief wits of the court, the emperor himself being a member.

Academy is also now used for a kind of collegiate school.

#### SIZE OF OUR GREAT LAKES.

The latest measurements of our fresh water seas are these;

The greatest length of Lake Superior is 335 miles; its greatest breadth is 160 miles; mean depth 998 feet; elevation 627 feet; area 23,000 square miles.

The greatest length of Lake Michigan is 360 miles; its greatest breadth 108 miles; mean depth 900 feet; elevation 587 feet; area 23,000 square miles.

The greatest length of Lake Huron is 200 miles; its greatest breadth is 160 miles; mean depth 900 feet; elevation 574 feet; area 20,000 square miles.

The greatest length of Lake Erie is 250 miles; its greatest breadth is 80 miles; its mean depth is 84 feet; elevation 555 feet; area 6,000 square miles.

The greatest length of Lake Ontario is 180 miles ; greatest breadth 65 miles ; its mean depth is 500 feet ; elevation 262 feet ; area 6,000 square miles.

The total length of all five is 1,585 miles covering an area altogether, of 90, 000 square miles.

EASTERN ETYMOLOGIES.

NAME.	ORIGIN.	SIGNIFICATION.
Azoff	Polish	From Axoff a Polish Prince.
Balaklava	Sclau	Handsome key.
Baghchaserai	Tartar	Palace of the gardens.
Belbeck, or Balbeck.	Russo-Tartar	Beautiful mountain.
Bug, or Bog	Tartaro-Slave	Affluent river.
Bujuk-Uzen	Turkish	Great river.
Bujuk-Dere	Turkish	Great valley.
Crimea		Form the Cimmerian peninsula.
Erzeroom	Turkish	From Arzel-Reun, city or country of the Romans.
Eupatoria	Greek	From Mithridates Eupator.
Euxine	Greek	Propitious to strangers.
Kaffa	Tartar, or Arabic	From Kaffirs, or infidels, i.e. the Greeks from the Turks took it.
Kamara	Greek	Bow.
Kamiesh	Sclau	From Kamentz, stone.
Kars		From Caria, or the Celticcaer, stronghold.
Kherson		Peninsula.
Khersonese	Greek	Difficult pass.
Kertch	Turko Slave	Peninsula.
Kinburn	Tartar	Harbor or bay.
Liman	Greek	Town of Victory.
Nicolaieff	Greco-Russian	From Odessa. An ancient Milesian colony.
Odesa		Boundary frontier.
Perekop	Greco-Russian	Imperial city.
Sebastopol	Greek	Happy city.
Simpheropol	Greek	Town at the mouth of a river.
Taganrog	Tartaro-Russian	Nearly the Greek Liman.
Taman	Tartar	Black, an epitath of neka, river.
Tchernaya	Russian	New castle.
Yeni-Kaleh	Turkish	New hamlet.
Yeni-Sala	Turkish	New path.
Yenithe	Turkish	

EDUCATIONAL DISCIPLINE IN THE TIME OF HENRY VIII.

In a sermon of "Maister Thomas Leuer, preached at Poulis Cross the xiii day of December, 1550," is the following description of University discipline.

"There be diuers which rise dailie betwixt iiii and fyve of the clocke in the mornyng, and from fyve until syxe of the clocke use common prayer, with an exhortation of God's word, in a common chappell, and from syxe unto ten use euer eyther private studie or commune lectures. At ten of the clocke they go to dyner, where as they be contente with a penie peice of befe amongst iiii, having a few potage made of the brothe of the same beefe, with salt and oatmeal, and nothing elles. After this slender dyner they be either teaching or learninge until v of the clocke in the euyning, when as they have a supper not muche better than their dyner, immediatlie after the which they go to either reasoning in problemes, or unto some other studie until it be nyne or tenne of the clocke, and there beyng without fire, are faine to walk or runne up and downe halfe a houre to get a hete on their fete when they go to bed.

Educational Intelligence, N. C.

PUBLIC EXAMINATION OF SCHOLARS IN THE COUNTY OF WATERLOO.

The liberality of the Municipal Council of the County of Waterloo in educational matters, has again been beneficially exercised.

A sum of one hundred dollars was granted by that body, to be expended by the Board of Public Instruction for purchasing suitable prizes, to be awarded to the most efficient scholars in the County, at a Public Examination, to be held at the County Town, on a day to be appointed by said Board.

In conformity with which, the Board appointed Wednesday, the 20th day of February, 1856, for the examination, and published the following Programme:—

1. Penmanship and Caligraphy, Boy's hand, English.....	6 prizes	9. Grammar—German.....	3 prizes
2. Do do Girl's hand, do.....	3 "	10. Geography.....	6 "
3. Do do German hand.....	3 "	11. History.....	3 "
4. Drawing.....	3 "	12. Natural Philosophy.....	3 "
5. Arithmetic—Mental.....	6 "	13. Astronomy.....	3 "
6. Do Practical.....	6 "	14. Algebra.....	3 "
7. Do Theoretical.....	4 "	15. Geometry.....	3 "
8. Grammar—English.....	6 "		61 prizes

And, for the best general scholar, a Silver Medal.

The prizes, consisting of a selection of useful books, were purchased by Otto Klotz, Esq., at the Education Office in Toronto, who also engaged as Examiner, John Herbert Sangster, Esq., Principal of the Central School in Hamilton.

The examination took place at the time and place above stated. The principal competitors were sent by Mr. James Baikie, Principal of the Preston School, and by Mr. Alexander Young, Teacher, of the Galt School.

A very respectable and intelligent audience was in attendance. John Herbert Sangster, Esq., opened the examination with a short appropriate address, and then proceeded with his important task. It would be superfluous to refer at length to the manner of Mr. Sangster's examination; his affability is almost unsurpassed; he possesses a thorough knowledge of every branch in which he examined; his judgment is of a superior kind, and he has studied human nature with evident care.

The examination was continued until a late hour in the evening, and at its close Mr. Sangster congratulated the pupils upon the admirable display which they had made of their attainments, and, in conclusion, remarked that a number of those scholars he had that day examined would compete, and that successfully too, with those of any County, nay even of the City Schools of the Province.

The list of the pupils to whom prizes had been awarded was then read by Mr. Sangster, while Mr. Klotz presented the books selected for each prize.

The Medal for General Scholarship was awarded to John Idington, of the Preston School. It is a handsome piece of silver, with a chaste embossed ring around it; on the face of the Medal is engraved "The County of Waterloo Premium, awarded to the Best General Scholar;" on the reverse it bears the inscription, "Presented to John Idington, of the Preston School, February 20th, 1856."

There being no competitors for German Grammar, the books intended to be awarded in that branch were given in addition to the prizes above stated, viz.; a seventh prize in Mental Arithmetic, and a fourth prize in Geometry.

The competition for the Medal was decidedly between two boys from the Preston School, viz.: John Idington and John Mickleborough, both being the two best among all the competitors, and both nearly equal in their attainments.

The following statement shows the number of prizes awarded to the different Schools, viz., to:

	PRESTON.				GALT.				WILMOT.			
	Numbers.				Numbers.							
Penmanship, Boy's hand, English.....	1	3	4	6	2	3	3	6	2			
Do, Girl's hand, do.....	1	3			1	2	3					
Do, German hand.....	1	2	3									
Drawing.....	1	2	3									
Arithmetic—Mental.....	1	2	4	5	6	3		7				
Do Practical.....	1	2	4	5		2	3	6				
Do Theoretical.....	1	2	3	4		2						
Grammar—English.....	1	2	3	4	5	1		6				
Geography.....	1	2	3	4	5	6	2	3				
History.....	1	2	3		1	2						
Natural Philosophy.....	1	2	3		2							
Astronomy.....	1	2	3		2	3						
Algebra.....	1	2	3		2							
Geometry.....	1	2	3		2	4						
60 prizes	11	4	8	5	4	2	3	6		2	1	3

From the above it will be seen that the competition was between the Preston and the Galt Schools, and that the Preston School again has sent forth the best scholars in the County; nearly all the first prizes, as also the Medal, were carried off by the Pupils from the Preston School at the previous examination, and the same has been done at the present competition. Great credit is due to Mr. James Baikie, the Master.—Communicated.

## Literary and Scientific Intelligence.

TESTIMONIAL TO THE REV. DR. ADAM LILLIE.

To mark their high appreciation of Dr. Lillie's lectures and essay on Canada, a number of prominent citizens of Toronto recently met and presented him with a gratifying mark of their esteem and respect. The presentation consisted of an address, a gold watch, and a purse of £100. The watch bore the following inscription, "Presented to the Rev. A. Lillie, D. D., by the citizens of Toronto, as a testimony of their appreciation of his valuable services to Canada." The address was read by G. W. Allan Esq. and replied with much feeling and appropriateness by Dr. Lillie. We quote two characteristic passages from the Rev. Dr. Lillie's reply. He said;—

"There are two classes to whom opportunity is afforded here [in Canada] of gratifying feelings of an order higher than any which relate to what is material or temporal, I mean the enlightened philanthropist and the warm-hearted Christian, who through the influence they may exert on our forming character and institutions, may have the privilege of aiding, in a measure hardly possible in older countries, the well-being of their fellow men, and the establishment of that Kingdom which is righteousness and peace, and with which all the world's best and highest interests stand indissolubly associated.

"Impressed with these convictions, I have sought with others with whom I feel it an honor to be associated in such an effort, to spread as far as in my power correct information in regard to facts with which a growing desire is now happily manifested to be made acquainted. Having in view quite as much the welfare of the classes alluded to, and the honor of Him whose I am, and whom I recognise myself as bound to serve, as the interest of my adopted country, which I love with a warm affection—I have been scrupulously careful in every word I have written, as I doubt not the others to whom you refer have been, rather to understate than to exaggerate. My persuasion is, that parties who will take the trouble of examining for themselves will come to the conclusion, that much which might have been said, and perhaps ought to have been, remained unnoticed. Most firmly do I hold that the future of our noble country will far transcend the hopes which even its most sanguine friends cherish in regard to it, a belief which I rest not more on the advancement which has already taken place, than on the honourable character of the population with which it is being filled, the intelligence which is spreading so rapidly through it, the institutions, political and social, with which it is blessed, but, above all, the measure in which, deficient as we still are, the glorious gospel of the blessed God is pervading and moulding its spirit."

SIR WILLIAM E. LOGAN.

The ability and success of Sir William Logan, the geologist of Canada, has recently been acknowledged and rewarded both in England and France. His own countrymen have also united to do him honor. In England he received the honor of Knighthood from the hands of Her Majesty, for his distinguished ability as a practical geologist; and the Geological Society of London awarded to him the Wollaston medal for 1855. In France, he received from the French Emperor, at the close of the exhibition, a gold medal of the highest class and a decoration of the Legion of Honor. On his return to Canada the Canadian Institute of U. C. (of which he was first president), presented him with an address and placed his portrait in the hall of the Institute; and still more recently, the citizens of Toronto invited him to a public dinner at which the Governor General and other prominent individuals were present.

## Departmental Notices.

### To Municipal and School Corporations in Upper Canada. PUBLIC SCHOOL LIBRARIES.

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

In selecting from the General and Supplementary Catalogues, parties will be particular to give merely the catalogue number of the book required, and the department from which it is selected. To give the names of books without their number and department, (as is frequently done,) causes great delay in the selection and despatch of a library. The list should be written on a distinct sheet of paper from the letter, attested by the corporate seal and signature of the Trustees; or by the corporate seal and signature of the Reeve or Clerk of the Municipalities applying for libraries. See accompanying Form.

### SCHOOL MAPS AND APPARATUS.

The Legislature having granted annually, from the commencement of 1855, a sufficient sum of money to enable the Department to supply Maps and Apparatus (not text-books)

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

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

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

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

[Name.] [Seal.]

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

[Name of Trustees, &c.]  
TO THE CHIEF SUPERINTENDENT OF SCHOOLS, TORONTO.

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

### SPECIAL NOTICE TO TEACHERS.

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 authorising 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." This proviso of the law will be strictly enforced in all cases; and intimation is thus early given to all Teachers, who have not yet sent in their subscriptions, to enable them to comply with the law, and so prevent future misunderstanding or disappointment, when application is made to be placed as a pensioner on the fund.

### NORMAL SCHOOL.

The next session of the Normal School commences on the 15th of May. All applicants for admission must present themselves during the first week of the session.

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

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

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

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