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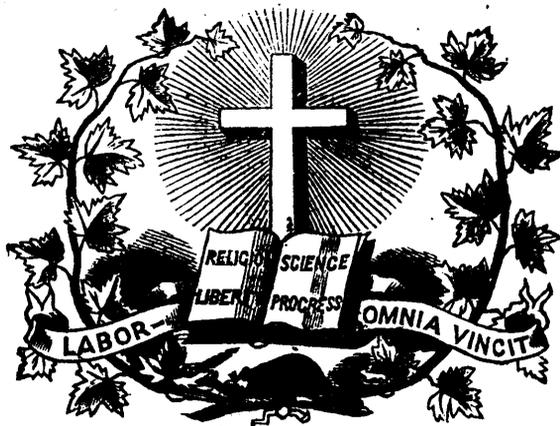
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Physical Education.

A SKETCH OF A PHYSICAL COURSE FOR COMMON SCHOOLS.*

By WILLIAM JOLLY, H. M., Inspector of Schools.

The educational system pursued in our Common Schools has been greatly wanting in scientific breadth, and not less so in scientific method. It has been almost solely the growth of tradition, and not the result of investigation into the nature of the being that is to be educated. Large sections of our nature have been neglected in our school economy. The æsthetic faculties have been altogether untrained; the moral have received only very slight attention, as far as they are touched by so-called Religious Knowledge; intellectual training has been very partial and one sided, being almost exclusively confined to the acquisitive powers, and too little applied to the perceptive and reflective; and systematic physical education has been altogether ignored, until quite recently, in our Common Schools. But there are good signs that we are beginning to entertain more correct notions of what education is. We begin to have a feeling that the training of children should be broader than it has been, and that it should embrace all the faculties of a child, which should be trained systematically and symmetrically.

It is to one of the parts of our nature ignored in our Common School education that I would seek to direct

the attention of the Association—the training of the physical powers. The neglect of Physical Education and of the physical principles that ought to regulate our school premises, furniture, organisation and studies, medical men tell us, with strong and concurrent testimony, has resulted in many and grave evils to our children and our people. It has given rise, they show us, to the bent forms, the slovenly gait, the unequal shoulders, the contracted chest, and the general want of full physical development so observable in the mass of our people; and it is the source, they conclusively demonstrate, of graver evils and serious diseases, as bent and curved spines, short and unequal sight, various chest complaints, pains and permanent disorders in after-life, as well physical exhaustion and want of physical and mental vigour during the period of youth.

But it is pleasing to note the growing attention that is being paid to this important subject, and we have to thank our medical men more than our educationists and teachers, for the interest they have roused in it through their advocacy of its necessity in a thorough system of education, if our children are to be rightly developed and these evils to be prevented. Many works have lately appeared on the subject, textbooks have been written on it, our schoolmasters have passed resolutions in its favour, and attempts have been made in some places towards its systematic teaching.

The subject of Physical Education as applied to our schools is much more extensive than might at first sight appear. I can only very briefly indicate the field it includes, and make rapid suggestions in regard to its teaching. These I shall endeavour to make as practical as possible. I shall chiefly confine my remarks to what can and should be done in our Common Schools towards giving the children of the mass of the people Physical Education; and one aim in bringing the subject before the Social Science Association at this time is to lead, if possible, to early practical effort, to have thorough physical training carried on in all our Common Schools, especially now that, in Scotland, we are beginning a new national system of education, and erecting new and superior premises for the education of our children. Our projected educational scheme in Scotland, as sanctioned

* Abridged from a paper read before the Social Science Association.

by Government, includes many elements as necessary parts of our Common School education formerly ignored in elementary education or relegated to and it is to be hoped favourable time for securing the recognition of Systematic Physical Education in our Common Schools.

Thorough Physical Education may be divided in three parts:—

I. Physical Cleanliness.

II. Physical Development, by training or exercise.

III. Physical Government, or the regulation of the bodily functions.

I. **PHYSICAL CLEANLINESS.**—This is a first requisite in all Physical Education, and a necessary condition of its being carried out. Our children should be trained to scrupulous cleanliness in person, dress, and habits. To encourage and secure this, there should be a daily careful inspection of the children in all our schools, much of the same nature as that carried out in all "Hospitals" for boys and girls. At this inspection, as regards the person, the state of the skin, hands, head, nails, hair, ears, nose, and teeth should be examined; in dress, the state of the clothes and boots, and the manner of their putting on looked to, defects pointed out suggestions made for improvement, and care taken that these are acted on the following day. The aim should be to train to cleanliness at home, as the improvement effected in school would be merely superficial where the home practice continues bad. The great endeavour should be to generate a love and spirit of cleanliness that will pervade the school and influence all its members. Dirty children should be sent to the lavatory until reformed habits are secured. But cleanliness of the whole body should be fostered, and not merely of the exposed parts, the children being trained to wash regularly all over. To secure this, bathing should be encouraged, and the teacher should occasionally, and if possible periodically, take the children to the neighbouring sea, river, or loch, to see it done, and to practise swimming, which should be an accomplishment of all our children. Perhaps, some day, when education in all its breadth is understood and secured, we shall have baths for swimming and bathing in connection with all our Common Schools.

Few things required to be impressed more on the nation than the "gospel of soap," and the best pulpit from which to preach it, as also the best field for its exercise and the best centre from which it can spread to the nation, is the schoolroom, and the best evangelists of this important truth are the teachers of our Common Schools.

(1) *Games and Amusements.*—There is one kind of muscular exercise common in all schools, and practised, no doubt, since "boys were boys," that is, the exercise given by the games and amusements of the playground, the street, and the field. This is a very important part of Physical Education, and should be valued and encouraged more than it is in our Common Schools. It is not mere "play," it is education of a valuable kind. It is recommended by our medical men as important for physical development, and by educationists as having good mental and moral results. Instead of being curtailed in our advancing education, as there is a tendency of its being by some ignorant Boards and over zealous teachers, it should be extended, by increased facilities for its being more thorough than it is. As is well stated by Mr. MacLaren, of Oxford, one of the best advocates of Physical Education,—"*Nothing* should be taken from playtime, and nothing should be introduced into playtime but play." The great value of games as exercise, if rightly conducted, lies in the spontaneous, self-conducted exertion, and they are, therefore, largely self-educative in firmness, decision, self sustained effort and arrangement, and like

manly qualities. They increase courage and the power of bearing pain. Being spontaneous and pleasant, they produce a racy and healthy flow of the nervous and animal "spirits," which is greatly conducive to health. They have, also, certain important moral results; they exercise in the "give and take," and the thousand elements of social body life, which become very good training for the tear and wear of the greater social life of society and the world.

This suggests another important matter—the time spent in the playground. This should not be grudged; it will not, by a wise teacher. The intervals allowed during the day should be frequent and regular. I advocate an interval of five minutes at the end of every hour. I was educated under the system, and look back with pleasure on the wise and happy practice. It is an excellent system. It gives invigoration and freshness for the next hour's work which is all the better and brighter, and will be longer retained, from the romp under the blue heavens in the life-giving air. The oxygen inhaled becomes literally transmuted into physical strength and intellectual and moral life and sweetness, which amply repay what may seem lost time to men that have not tried it. I hope to see the system universal in our schools.

(2) *Class Drill.*—There is another kind of physical exercise which is carried on more or less in all schools, which I may designate as Class Drill. It includes many elements, such as the attitudes of the children at all times, movement in and out of seats and on the floor, class arrangements for all purposes, marching, walking, positions in reading, writing, singing, &c., and the general bearing of the pupil. It is to be observed, that this is not military drill, which, I think, should be avoided in all class work. Class drill should be governed entirely by the laws of natural action and taste, and should aim at producing the style and deportment of good breeding and good society. Mistakes are often made in this matter by teachers, and military constraint and unnaturalness substituted for naturalness and ease in manner and movement. I cannot name any book on this important part of Physical Education which affects school so greatly. A special textbook should be written on the subject. There is abundant material, and it is to be hoped that some competent teacher or other educationist will set himself to furnish it. It would do much good in making our general class movements more easy, orderly, healthy, and graceful in producing greater alacrity, physical and mental, and in saving much valuable time. It should give full directions as to the general attitudes of the children at all times and in all work: in standing, walking, marching, facing, class forming, and in reading, regarding which there are certain well defined principles that are constantly violated; in writing and singing, neglect of physical laws in these exercises leading to certain evils and even diseases; the proper movements in marching, defiling, facing, going in and out of seats, the attitudes at desks and on seats, bad attitudes producing grave evils pointed out by medical men—a special part being a full directory for varied and beautiful infant school and gallery exercises, which should be done to music.

(3) *Military Drill* is another means of Physical training, and one to be greatly commended for its many good effects in school. It exercises certain muscles, produces an erect bearing, trains to movements at command and to regularity and simultaneity of action and produces general smartness and activity. Its effects are not only physical, but mental and moral. I have observed, with pleasure, and not seldom with surprise, the brightening and enlivening effects, especially on country children,

where military drill has been begun by new teachers. It is peremptory in English schools under inspection, and one is glad to see even this much of physical training demanded by Government. It is not asked in Scotch schools as yet, and no grants are offered for it there.

(4) *Systematic Physical Training.*—But military drill is very incomplete as representing physical training. It gives only a very partial exercise of the great muscular system, and almost exclusively of the legs and lower trunk. The extension motions connected with it certainly do exercise other muscles, but they do this only partially at the best. This is the opinion of those able to judge of the system. If physical training is to be scientific and thorough, it must give graduated and efficient exercise and training to every muscle, and this exercise should be "regular, continuous, and progressive," and should extend over the whole time a child is at school; and this training should be as carefully given, and marked for, as any other. It should, in short, exercise all parts of the body gradually, fully, and scientifically, and so develop the full physical powers of children into manhood and womanhood. There are several expositions of the subject in English. Dr. Roth, of London, has earnestly and persistently advocated Systematic Physical Education for above twenty years, and has written very good text books expounding the great system of Ling, of Sweden, the founder of Modern Scientific Gymnastics. The exposition which is best-known to me, and which seeks to do all this, is that of Mr. Maclaren, of the Oxford Gymnasium, in his "Physical Education," published in the Clarendon Press series. It aims at the scientific, gradual, uniform, and universal training of the physical powers by skilfully arranged exercises during the whole school course.

(5) *The General Manners and Deportment.*—I am sorry that I shall have to dismiss the remaining portions of my subject with the briefest suggestions. Another valuable part of Physical Education is the training of the general manners and deportment of the children. No education can be complete that does not train a child for mixing with ease comfort, and correctness in society. We must therefore, give a thorough training in the usages, customs, and manners of good society, and the courtesies of life. And this training in manner is largely physical, for it is a training of the body to certain movements. Our children should be exercised so as to have at all times an erect, free, well-balanced, healthy, and, as far as possible elegant bearing. The stiffness and constraint of military drill should be avoided, and the manner and style of good society and cultivated people followed.

The general attitudes of the children should, therefore, at all times receive careful attention. The common attitudes in our schools violate the principles of both physiology and taste, deteriorate the general bearing of the people, and injure the health, especially from the evil done to the chest and the spine. Every boy and girl in our Common Schools should leave school able to practice with ease all the courtesies of good society in the street, in the house, at table, and in all the manifold relations of life. Errors in habit that violate good manners should be pointed out, and corrected. Our upper classes rightly place great importance on this training, and to their children receiving it; I should like to see adequate stress put upon it in our Common Schools. By a tention to it, our elementary teachers could effect a reformation and improvement of national manners that would be surprising; and no general improvement in the manner and bearing of our people will be effected except through our Common Schools.

(6) *The training of the senses and other Physical Powers.*—A most important part of physical education is the full,

systematic, and scientific training of the Senses. On this subject I offer a few brief suggestions.

The *Eye* should be educated to distinguish, delight in, and name all varieties of colour and form, and in composition, proportion, and symmetry. The observing powers of children should be carefully trained, so as to give them clearness, correctness, and incisiveness of vision, and the power and habit of minute and accurate observation. Form and colour are well begun in our Infant School, but is should be perfected in our Elementary and Higher Schools, by systematic lessons during the school course. Children should also be taken out to Nature, and trained to the right use of their eyes in that wide and wondrous field.

The *Ear* should receive careful and graduated training. Music is the chief agent, and should be taught in all schools, and, where in can be heard, instrumental music should be played to the children and accompany their voices. Reading is another means of training the ear, which should be able to distinguish and appreciate correctness of sound, accent, modulation, expression, and the finer tones of feeling. Reading should be viewed, in part as a training of the ear. The general speech and utterance of the children should be well modulated and mild, as much as possible musical, clear, distinct, and sweet. The Music of Nature should also be heard and appreciated by our children, and they should be taken out to nature to hear and love it.

Touch can also receive training, and it can be educated to accuracy and delicacy of perception in our common children, as well as in the blind. Touch is one of our senses very little developed in our educational system. It can be educated in many ways, by lessons on objects, in which these should be handled, and the facts of touch carefully deduced and expressed. It is sometimes begun to be trained in Infant Schools.

Taste and *Smell* should receive similar exercise by lessons on things. They are senses little possessed by most people as they should and could be possessed. They may be made the sources of great and even refined pleasure.

In our training of the Senses, we should aim at giving our children correctness, keenness, strength, and delicacy. The senses of most people are rude and uncultivated, and can perceive only the ruder and stronger appeals made to them. We should aim at giving our children wider and firmer possession of their senses, and greater power of using to purpose and profit these "five gateways of knowledge."

Then the *Hand* should receive careful training, so as to give our children full power over that wonderful organ. It should be trained by writing, figuring, drawing, painting, cutting and carving, and in modelling, digging, gardening, and the use of tools. Technical Education, so much and so deservedly advocated, is in large measure a training of the hand. Our girl should further extend their hand-power by all kinds of industrial work, domestic economy and housewifery, and provision should be made for the practical teaching of these subjects.

The *Voice* should also be systematically trained. Music is again the chief agent here. But more care should be bestowed on the general speech and utterance of the children, and on the use of the voice in reading and recitation. Children should be taught to render all shades of strength, modulation, and expression. The scale of speech should receive practice like the musical scale, for the speaking voice has a scale of sounds as complete in its range as the singing voice. The cries of the playground should be encouraged; they are a valuable exercise, and should not be checked, but encouraged; they are a good means of training the voice. As Charles Kingsley says,

the enforced silence of our schools in the playground is "an offence against reason."

III. **PHYSICAL GOVERNMENT, OR THE REGULATION OF THE BODILY FUNCTIONS.**—Even if our children were sent out into the world fully developed by such wide and systematic Physical Training as has been indicated, they would still be wanting in a vital part of Physical Education. They require to be taught and exercised in the regulation of their physical functions, in the principles and practice by which health and physical well-being are to be maintained. By giving them mere physical training, without the principles of physical government, we should give them the possession of a perfect instrument without any instruction or power as to its proper use.

This higher Physical Education may be given in two divisions. We must give instruction (1) in the different parts and action of their organism, and (2) in the principles that produce and maintain the healthy action of that organism—that is, we must give instruction in (1) Physiology, and (2) Hygiene, or Health.

1. *Physiology.*—We ought so have a knowledge, more or less complete, of the various organs of the body, and the functions they perform, individually and relatively. Happily, the importance of Physiology has been so well advocated by medical men and others that grants are given by Government for its teaching, and it is included in the syllabus of the Science and Art Department, and in the New Scotch Code. It is to be hoped that the inducements thus held out will lead to its universal teaching. It promises to be a popular subject. Higher instruction should be given later in life by special classes and lectures, and our young women should have special instruction given to them.

2. *Hygiene, or the Principles of Health.*—But a most important part, in many ways, of our Physical Education still remains to be given. We must be taught how to use our organism rightly, and how to govern it in order to preserve sound health. One would have thought that, whatever subjects were neglected, the subject of Health, so essential to our happiness and work, would certainly not have been forgotten. But so it is, and so it assuredly ought not to be. We should set ourselves to rectify our mistake in this vital matter. Increased attention has of late been paid to this subject, however, and its teaching has been largely and earnestly advocated. Its principles have been systematised for use in schools and families, and text-books have been written by which they can be easily and successfully taught. There is, therefore, no excuse for its neglect, as is the case with many other subjects required for our schools, for which no text-books have been produced. I would mention with special commendation Dr. Andrew Combe's works, Mrs. Bray's "Physiology for Schools" (Longmans), and a more exhaustive work, lately published by Dr. Smith, "Health, a Handbook for Households and Schools" (Isbister).

In order that Physiology and Health may be taught in our schools, proper diagrams and apparatus should be supplied by School Boards. These can be had very good and cheap. The Principles of Health, also, require more attention than they have received in the construction of our schoolrooms as to situation, ventilation, lighting, colouring, size, &c. These principles, if acted upon by our teachers, would lead to many changes in the organisation and arrangements of schools. They have the widest application in these matters, and are more violated than those who have not looked into the subject would suspect. Nothing shows more conclusively the importance of the general study and practice of the Principles of Health than the ignorance of them displayed by our teachers, school architects, and school managers,

who have the regulation, and conduct of our school affairs.

In conclusion, the subject of Scientific Physical Education is of the very greatest importance, and should command the earnest attention of all educationists, statesmen, and philanthropists. It recommends itself on the pleas of humanity and patriotism. The national loss of health, physique, and mental and moral power, and the prevalence of serious diseases which arise from its neglect, have been proved by many sad and striking facts: Its principles should enter into and regulate all our educational appliances and methods, which, to an incredible extent, violate its laws in premises, furniture, desks, attitudes, and work. These facts have been abundantly demonstrated by our medical men and others. Notwithstanding all its practical value, in a practical country like our own, England is far behind most other countries in regard to this part of education. The wave of reform on this subject, originated in Sweden by Ling, has been felt with more or less strength in most European countries and in America, and has roused them to action, but only the faintest ripples have reached England. We have remained lethargic as a nation, while others have been wisely active, even with so much gain to be achieved and such evils to be cursed.—*Educational Times.*

Causes of mental disorder.

ADVICE TO DIRECTORS, TEACHERS, PARENTS.

Dr. John Curwen, who has been for many years superintendent of the Pennsylvania State Lunatic Hospital at Harrisburg, has given much attention to the causes that tend to produce mental disorders. Our readers will recollect that we recently published, at the request of the State Medical Society, an extract from an address of his bearing upon this subject. Finding good growing out of the discussion, he now devotes a large portion of his forthcoming report to the Board of State Charities to the further elucidation of the question, with the addition of some valuable practical remarks to directors, teachers and parents. We commend what he has to say to the attention of all interested in the education of youth and the promotion of the mental and physical health of the human family. We print from and advance copy of the report, for which we are indebted to the author:

In examining into the cause of mental disorder, it is often found that the outbreak was caused by some incident in the daily life of the individual, which, under ordinary circumstances, would not have produced any impression on a sound constitution; and the question is almost invariably asked, Why so severe a disease from so trifling a cause? The medical man, anxious to be more fully satisfied, makes a careful examination into the previous life of the individual, and finds some ancestral vice or defect, or some error in the early life and training of the persons, which has exerted a strong influence on the nervous system, and thus has placed him in a position to be more readily attacked than if he had enjoyed a thoroughly healthy organisation. To enter into anything like even a cursory examination or statement of what is known as the predisposing cause of mental derangement, would far exceed the limits assigned to such matters in an ordinary hospital report, even if the time would allow for such disquisition. But into one or two points which seem to demand a fuller statement than they appear as yet to have received it may not be amiss to inquire and make some effort to elucidate.

Too little attention is given by a large number of pa-

rents to the proper care and training of children, never inculcating those habits of obedience which are among the first which every one should learn at the very earliest age. Honor thy father and thy mother, the first commandment with promise, seems unknown to, or entirely disregarded by large numbers of children, caused in great part by the entire neglect of careful, early and daily instillation of those habits of prompt and ready obedience, which lie at the foundation of all good government. Probably the parents have not that control of themselves which seems essential to all true government of others, and their efforts are only fitful and capricious, and not so much the result of calm judgment and reflection, as the irritation caused by some slight annoyance or act of disobedience, which is punished out of all due proportion to the offence.

No true government can be founded on, or maintained by fear, and a child must be made to feel, both by precept and example, that love is the guiding principle of all parental discipline, and be taught also that the true design of all correction is to train up a child in the way he should go, that when he is old he may not depart from it. No one can be a good citizen who lives in violation of the laws; and if children do not learn in early youth to obey their parents and those who have the care and management of them, very few will acquire the habit in after life, and they will very probably not be disposed to render that cheerful and hearty obedience to the laws of the land, which is the bounden duty of all loyal citizens.

Besides, a person who has not acquired the proper control of his temper and passions in youth, will be in great danger of some mental disturbance from the inability to look calmly and coolly at the different subjects, and exercise that proper balance of thought and that careful examination of reasons and facts which we call judgment. They will be most likely of that class which make up their minds from impulse or passion, and are constantly blundering from one thing to another, and scarcely able to come to a correct conclusion, without help from others; and when some unusual trouble comes, they have no sober judgment or controlling moral principle which will enable them to meet the shock, or guide them to the proper course to be pursued, and they very frequently pass into some severe form of mental disorder.

Parents are so apt to neglect the duty so incumbent on them of proper parental discipline, by trying to have that performed by teachers, forgetting that the proper time to instil and enforce habits of obedience is in the early formative period of life, before any other habits and practices can be acquired.

It is not the duty of the teacher to take the place of the parents, and make up their deficiencies, and it is unreasonable in parents to insist that the teacher shall perform the double task of instructing in the rudiments of education, and the more difficult labor of trying to impress on the minds of neglected children, that their first duty is obedience to their parents, and to all who are placed in authority over them. Every neglect of a parent in this respect is adding pain and trouble to themselves, and injuring the future prospects of the child by rendering him less able to bear the trials and temptations he may meet, and thus opening up the way more readily to an incursion of some mental disorder.

Although the law does not allow children to be sent to school before they are six years of age, there is a constant disposition to evade this provision, and obtain admission for a child at an earlier age, so that the parent may be relieved of looking after and enforcing obedience during those years.

School directors will readily testify that they have had applications for the admission of scholars who had not reached the required age, as an incident of recent occurrence will show. Two directors were applied to for admit the same child into the public school, and, on representations made, the certificate were given by each director, without the knowledge of the application to the other, and one of the certificates was used to secure admission for a child below the regular legal age. This, it will be said, may be corrected afterwards; but the fact is given as an illustration of the statement made, that the parents wish to be rid of the care of the children at the earliest possible period they can manage to place them under control of a teacher.

And when children are thus sent to school, do they there receive that careful attention and discipline which they should have? It is a well established fact, that in early childhood there is a restlessness and desire for movement, most natural to all healthy children, and when they are placed where this cannot be had, they will suffer in different way; but still in such a manner as seriously to interfere with the proper development of their powers of mind and body. To place children of tender years in a school, and require them to sit still for an hour and a half at a time, is expecting of them more than they are really able to perform, even if they have a lesson before them which they are expected to learn. To expect a child to keep its mind fixed on any one thing for any length of time, is to look for that which is not attainable, but can only be gained in growing years, and by careful training. The child can see nothing to interest it in the words on the printed page, and it needs something to arouse and attract its attention, and keep it directed for a short time in such a way that it will be able to obtain, through the senses of sight and hearing, an idea of what is intended to be taught. But the aroused attention can only be kept up for a short period, and the whole time should be divided between mental and bodily exercise, in such a way as to prevent undue exercise of the mind, and that restlessness and discomfort caused by being kept too long in one position; and the restlessness and feeling of discomfort is too often increased by the vitiated air of the room, caused by the want of proper ventilation which should carry off all that has a tendency to injure the purity of the air.

There are difficulties attending the proper direction and management of children in schools, but these difficulties would be greatly lessened if parents would consider their own responsibility for the careful management of the children at home, and more anxious to have them examples of correct behavior and prompt obedience, and less desirous of that relief which they may gain by placing the children in school, and insisting on their remaining there so many hours a day. The teacher cannot, and ought not to be expected to take the place of the parent, however excellent the discipline or however thorough the training he may give.

"I knew of several teachers, years ago, who felt very much the need of a change with regard to the number of studies pursued by their pupils, and better modes of exercise, and even went so far as to converse with some of the parents and school authorities with regard to the matter, when, to their utter astonishment, they were informed that they were treading on *holy ground*, which was not lawful for any one not having the proper authority, or number of children. Some of these officers could not themselves read understandingly, and went so far as to threaten to dismiss the teacher because she did not keep the smaller children in the full six hours, but either sent them home or out to play after they were through reciting." (Extract from a letter.)

But there are certain defects in the present system of management in schools which should be remedied to render it more strictly in accordance with known physiological laws, and the removal of these defects lies in great part with those to whom the general direction of the schools is intrusted by the people.

It is too much the practice in many places for the directors to fix the number of books to be studied, and the amount of instruction, or more strictly, the number of pages of the book to be gone over in a specified time, and this without any adequate conception of the capacity of the children to acquire clearly and definitely the instructions thus marked out for them.

Every one knows that there is a vast variety in the mental capacity of children, and in the development of those powers of mind which are required for their progress in learning. Some develop certain powers early and rapidly, while others attain their growth and power by very slow degrees; some have a fondness and aptness for one study, and some for another; what is hard and repulsive to one, is easy and pleasant to another, and to expect all these children of different capacities to attain the same proficiency in the same studies, is looking for what can never in the present constitution of the human mind be attained. Take a class in arithmetic: part of the class will learn the lesson with the greatest ease, part will acquire it by dint of hard work and assistance from others, and another part will scarcely be able to understand the lesson with the best instructions of the teacher.

Now what is obviously needed in this case, is that the teacher should give special care to those who most need that care, to enable them to learn the lesson so as fully to understand the reasons for the different processes or steps taken to reach the end. It is useless to say that the teacher has not time to give to the drilling of that dull part of the class, for that is just the part which requires the teacher's special efforts and attention, to place the subject in a clear and correct light before the pupil, so that he will understand clearly what is done, and why it is done; the others will acquire the lesson without any extra labor on the part of the teacher, and if education is to be what its name implies, careful, diligent and continued efforts must be made to draw out the powers of the duller child, and give them that direction and support which they so much need. It will not do to have the work done in a careless, listless way, as if it were no matter whether the child understood or not, but the whole process should be carefully explained, and each step, understood fully before another step is taken.

But again, it is said this will take up too much time, and the teacher will not be able to carry the class through the prescribed amount. That is just the folly which should be corrected at the commencement. It is infinitely better for the future education of the mental powers, that the child should thoroughly and clearly understand the principles which lie at the foundation of any branch of knowledge, than that he should go over the whole book without being able to give a reason for what is done. It is this pushing children forward over so many books, without giving them time or opportunity to understand as they should what they are hurried over, which is the fundamental error in the present system of teaching.

The directors and parents too often judge the efficiency and ability of a teacher by the amount of space which he may be able to carry the child over, totally ignoring the great fact that it is the quality and clear understanding of what is learned which is education, not the amount of books gone over, without the ability of the child, when the book is finished, to give any clear statement of what has been studied.

The practice is far too common of making memory the great feature in education, requiring a child to commit to memory a variety of matter, too often without any explanation of the meaning, and without insisting or requiring that the other powers of mind, reason, reflection and imagination should also be equally and simultaneously trained.

Correct education consists essentially in the careful and equable training of all the powers and faculties of the mind, not giving undue prominence to one but striving to exercise each in such a way that it may be brought into active, cautious and legitimate use, and then the child may be said to be passing through a course of education. Any other course is the merest misnomer for education, and is only misleading and leaving the impression on the mind of the child that he is fitted for the duties of life when he has scarcely attained to a definite understanding of the first principles on which all true knowledge is based, and when his thinking powers have not been trained so as to enable him to grasp in a satisfactory manner any of the problems he may at any moment be called upon to attempt to solve.

Let it be distinctly understood by all directors, teachers and parents that what is needed is that the child should have a clear idea of one point before he is allowed to go on to another; that it is infinitely preferable that only a page of a book should be thoroughly understood, than that the whole book should be gone through in a superficial manner, with very little explanation, and no correct understanding and impression on the mind of what is intended to be taught. The knowledge to be of any benefit must be so acquired that it can be applied whenever occasion may call for its use, and it is just this kind of practical knowledge of which so little is brought out and rendered practicable by so much of the teaching of the present day.

The bearing of all this on the causation of mental disorders is plain and unmistakable. In the conflict of life and amid the trials, temptations and struggles which men and women have to meet, it is very essential that their minds should be so balanced that they can take sound and sensible views of their surroundings, and be able to draw correct conclusions from given premises. If the memory be educated at the expense of the reason and reflexion, what can a man do who has never been taught to reason or reflect and form a correct judgment. He is too likely to be swayed by passion and prejudice, and yield to their direction, rather than take a course which calm judgment would indicate to be the best.

But there is still an element wanting in this mental training, without which all these other aids will be of little avail. Man is a moral as well as an intellectual being, and unless the moral powers are trained equally with the intellectual, the man will in all probability be a one-sided character. It is not intended to insist, that by a moral should be understood a religious education, as this latter belongs more directly, and particularly to parents and religious teachers, but it is insisted upon that a sound moral education can be given without any denominational bias.

It has been said by an eminent Scotchman that the wit and wisdom of the Scot was in great part obtained by his being obliged in early youth to read as part of his regular reading lesson, the Proverbs of Solomon, but since that had been changed, the wit was declining.

A teacher may give occasional lessons in moral training by holding up before the pupil the wrong of certain actions, and the sin of committing certain crimes, but it is infinitely wiser and better that the mind of the scholar should be thoroughly imbued with principles which will be of incalculable benefit in every circumstance in

which he may be placed, and which will prevent his being torn from his moorings by every wind of passion, prejudice or folly; and where better can these principles be learned and their true bearing in all their relations of life be more clearly indicated, than in the Sermon on the Mount and in the Proverbs of Solomon?

Let these be made part of the regular, daily reading in schools in place of much of the present matter which is utterly vain and trifling, and lacking in that terse and vigorous English for which those proverbs and the Sermon on the Mount are so celebrated, and an impression will be made and a benefit conferred which cannot be calculated, but which will inure to the lasting benefit of the pupil; fitting him to be a better man, a more loyal citizen, more upright, more honorable and more faithful in all the relations of life, and less liable to yield to those bursts of passions and freaks of prejudice which mar all his happiness, make him an annoyance and terror to his neighbors and acquaintances, and too often render him the victim of mental disorders.

But while it is thus strenuously insisted that the training of the mental powers should be in accordance with sound common sense and true physiology it is equally important that the bodily system should be carefully maintained in health so that all the different organs shall perform their functions with due regularity; for it is an established fact that unless the body be in a sound condition, the mind cannot act in a healthy manner.

It is a well-settled principle in physiology that every act of mind involves the expenditure of so much nervous force, and that this nervous force or power is derived from the cells of which the brain and nervous system are composed. It should also be borne in mind, that unless the powers of the system are kept up to the normal standard by a proper supply of fresh, pure blood, furnishing to the different organs that which is necessary for their healthy nutrition, they will lose their power, and the whole system will show symptoms of decline and decay.

The food should be plain and nutritious, consisting of fresh meat, bread and vegetables, so as to supply an abundance of those elements which are necessary to the proper growth of the system; the clothing adapted to the season, but in the colder parts of the year such as to protect all portions of the body and keep the temperature equable and normal; abundant and varied exercise should not only be allowed, but insisted on; the sleep should be abundant, and in all children under ten years of age no lessons should be studied at home; for if much study be a weariness of the flesh in adults, it is a positive injury in young and growing children. Weariness of the flesh is a symptom that the system needs rest, and if the rest be not given, so as to fully restore the feeling or condition of activity and buoyancy, injury will be sure to result; and, as a rule, children cannot have too much sleep, nor can they eat too much, if properly distributed, as the constant activity which keeps them in motion nearly all the time requires an abundance of good nutritious food for to keep up the supply, and also afford material for growth. This, is one reason why so many children who are growing rapidly, and at the same time are active in school, feel so weak and uncomfortable, and complain of headache and other symptoms of bodily exhaustion. They do not eat sufficient to keep up the mental strain to which they are subjected and, at the same time, furnish that amount of matter which is necessary to supply the demand for what must go to the formation of bones, muscles and the different parts of the nervous system. The resort is too frequent in such cases to tonics or something to give an appetite and keep up the action of the nervous system under this pressure; whereas the

true remedy is rest, thorough rest, until the system is freed from all appearances of irregular action. It is worse than useless to require any child to keep up its studies when in this languid condition, as it is sure to lead to disease or positive injury to the brain and nervous system.

There is frequently observed in such cases a brightness and activity of mind, which is looked upon as superior talents or ability, when it is only a symptom of diseased action, to be treated by removal of the cause and by perfect rest from all mental effort.

There are also certain children who are accounted prodigies, who manifest unusual activity of mind in certain directions and for certain studies, and the friends and relatives are overjoyed, and urge them on, when the true course would be to restrain them, and not allow them to study half as much as they would, and no study is far better; for this over-stimulation of the mental faculties is sure to result in a dullness and want of power afterwards. It is too much the practice to give lessons to be studied at home of such length and character that the effort made to acquire those lessons and the desire to stand well in school, compels them to spend over their lessons those hours which should be given to vigorous exercise, and consequently the complaint is far too common that the head is dull and heavy, even if there should not be positive pain, and the nervous system shows unmistakable evidences of irregular and perverted action.

No child under sixteen years of age should be required or expected to spend more than six hours a day over its lessons. If eight hours a day is as much as the great majority of grown, healthy men can give to study without exhaustion, it is not to be expected that children whose powers are just developing, and all whose organs are in the formative period, could spend over six hours in study and recitation, without feeling exhaustion or suffering a positive injury. This change may not be at once clear and unmistakable, but it will be found in the growing inability of the child to master what previously it had no difficulty in acquiring, by a listlessness and inattention to its usual exercises, and by that undefined feeling which incapacitates it for mental effort. The true remedy for this condition is entire freedom from all mental exertion, and rest, to enable the organs to regain their proper normal state and carry forward the different processes of the economy in a natural, healthy manner.

Change of work in a person in full health is rest, but in one whose constitution has been broken or impaired by overwork the proper remedy is rest, absolute rest for a time, and not, what is so often recommended, exercise, for exercise involves an expenditure of muscular and nervous force, and this force is just what it is requisite to regain by rest; when the time for exercise comes, it must be regulated, a little at a time, with regular intervals and in prescribed amount until the system experiences no fatigue, and discomfort, for, as before stated, fatigue is a sign that rest is needed and should be taken.

And this suggests a word of caution to adults. In these times when the strain is so constant on men to keep up their business, and answer all the claims of that business, which are often severe and exacting many complain of a sense of listlessness and inability to carry on what they formerly were able to attend to without trouble; they lose their sleep or it is very disturbed and gives little refreshment, their appetites fail, they experience an inaptitude for any mental effort and their minds begin to be filled with anxieties and forebodings to which before they were strangers, and they go to their physicians to be relieved of those feelings, and while a certain amount of medication may be requisite to remove disordered action, the sure remedy for this condition is rest, and total absti-

nence for a period from all mental and bodily effort so that for system may regain what they have lost, and then by regulated exercise, careful diet and abundance of time given to sleep they may gradually obtain full relief.

All the operations of the human economy are performed deliberately and with the most strict regard to order and method, and men must remember that they cannot violate any natural physiological law without suffering the penalty. The true way to maintain good health and vigor is to have some regular occupation, to eat moderately at regular intervals of plain nutritious food containing the requisite material for the prompt repair of the waste caused by work, avoid everything in food or drink which is calculated to create any unnatural stimulation or abnormal action, take exercise with regularity and in such amount as not to cause much fatigue, and always secure abundant rest and sleep at night of not less than seven or eight hours' continuance, not forgetting the old medical maxim to keep the head cool, the feet warm and the body open.—(*Pennsylvania School Journal*.)

Lord Dufferin.

THE RIGHT HON. FREDERICK TEMPLE BLACKWOOD, K. C. B., K. P., Viscount Clandeboye and EARL OF DUFFERIN, is the only son of Price, fourth Earl of Dufferin, his mother being the eldest daughter of Thomas Sheridan. This lady, beautiful, witty, intellectual, and devoted to literature, undoubtedly exercised a powerful influence in the formation of the character of her son, and the ties existing between them, apart from filial and parental affection, were always very strong.

Lord Dufferin, though of Scottish extraction, is Irish by nativity. He was born in 1826, and his, therefore, in his fiftieth year, though his appearance would indicate that his age was somewhat less. He was educated at Eton and at Christ Church, Oxford. He passed through the ordinary curriculum with credit, and left the University without taking a degree. In 1841 the death of his father took place, and he had just completed his fifteenth year when he succeeded to the titles of Dufferin and Clandeboye. For some years before he attained his majority he was a Lord-in-waiting on the Queen under the first administration of Lord John Russell; and he again occupied a similar position during the year 1854-58.

Some time after the great famine broke out in Ireland Lord Dufferin left Oxford in company with a friend, the Hon. Mr. Boyle, for the purpose of ascertaining for himself the real state of affairs in the afflicted districts. The unvarnished story, published under their joint names, though very brief, is one of the most simple, vigorous, and pathetic accounts to be had of that terrible calamity. A single incident recounted in the narrative serves to show at once the dreadful character of the scourge and the benevolent dispositions of the friends who were trying all they could to alleviate the distress of the famished peasantry. Having bought a huge basket of bread for distribution among the most needy, they were completely besieged as soon as the fact became known. "Something like an orderly distribution was attempted, but the dreadful hunger and impatience of the poor people by whom the donors were surrounded rendered this absolutely impossible, and the bread was thrown out, loaf by loaf, from a window, the struggles of the famished women over the insufficient supply being dreadful to witness." The practical knowledge of the condition of Ireland acquired by Lord Dufferin, during his residence in the country and by attentive

observation of what was going on around him, was of the utmost service to him when Irish questions came up for discussion in the House of Lords. He thoroughly understood the Irish character; and has always been actuated by a deep love for his native country and his people. Knowing intimately the blemishes as well as the admirable points in the national character, he has in his writings and speeches been able to do them more real justice than almost any other publicist who has attempted to discuss their condition and their wrongs. Their disaffection he attributed largely to a natural hatred of England caused by wrongs perpetrated in the past; and he pointed out that exceptional legislation could not materially allay the discontent within any brief space of time. Speaking of emigration as a remedy for the over population of Ireland, in a speech delivered in 1866, he gave the following graphic sketch of the condition and feelings of the peasantry:—

"Until 1846 the whole social fabric in Ireland was based on the most unsubstantial and dangerous foundation on which any community can rest—a succulent root: from the landlord in his country house to the peasant in his cabin, the dependence of all classes rested upon the potato. The people were then undoubtedly happy, and to this moment these times are regarded as the good old days. But of what sort was their happiness? It is quite true the son of the poorest cottier, when he had scarcely ceased to be a boy, could always find a patch of ground on a mountain side on which to grow his favourite vegetable, a sufficiency of stones and mud for the walls of his cabin, and a healthy, buxom girl to make him father of half a dozen children in as many years, while the domestic pig paid the rent; and generation after generation went on propagating pigs, children, and potatoes in what was, no doubt, a very free-hearted and agreeable manner. But will any lover of his species dare tell me that this was a system of existence either to be regretted or to be re-established, or that the thousands and thousands of energetic industrious Irishmen who are pushing their way in the world on the other side of the Atlantic have not been immensely benefitted by the change of life which the interposition of Providence, and not the authority of Parliament, has imposed upon them? It is true the crisis of transition undoubtedly entailed a good deal of individual suffering, and the poor ignorant people who found themselves compelled to leave the glens and fields endeared to them by so many happy memories revolted against the change, and quitted the land of their fathers with a bitter feeling of resentment against both the Government and their landlords—amongst the latter of whom, by the way, no less than 3,000 were engulfed in the same calamity, and have been disposed of by the Encumbered Estates Court."

The special knowledge of Ireland, its inhabitants, and their condition possessed by Lord Dufferin enabled him to combat successfully the well known proposal of John Stuart Mill for the pacification of that country, and to throw much additional light on the whole vexed controversy by several able *brochures*.

In 1855 Lord Dufferin was attached to the mission undertaken by Lord John Russell to Vienna; and in 1859 he made his far-famed yacht voyage to the Northern Seas, which gave rise to his "Letters from High Latitudes," the literary work by which he will, in all probability, be longest known. The voyage was made in a schooner-yacht, the "Foam," and during its course the voyageurs visited Iceland, Jan Mayen, and Spitzbergen. Lord Dufferin's account of the cruise and of their sojourn in the various places at which they landed is full of lively

animation, rich and racy humour, graphic description, and eloquent diction. His account of the Geysers has been often quoted, and quite equals if it does not surpass any other that has ever been given. The author's version of two weird northern ballads shows that he has inherited the poetic faculty which enabled Lady Dufferin to pen that exquisite gem, "The Irish Emigrant's Lament," and that amongst his other accomplishments he has made himself an adept at the art of versification. One of the best things in the book, however, is a short Latin speech delivered by the author in response to a toast proposed in his honour by a reverend gentleman at an Icelandic dinner. As his auditors knew no more of English than he did of Norse, he addressed them in Latin, which is not, and never was intended to be, after the style of either Cicero or Tacitus, but which has the merit of being easily translated: "Viri illustres, insolitus ut sum ad publicum loquendum, ego propro respondero ad complimentum quod recte reverendus prelaicus mihi fecit, in proponendo meam salutem; et supplico vos credere quod multum gratificatus et flattificatus sum honore tam distincto. Bibere, viri illustres, res est quæ in omnibus terris, domum venit ad hominum negotia et pectora; requirit haustum longum, haustum fortum, et haustum omnes simul; ut canit Poeta, 'unum tactum Naturæ totum orbem facit consanguineum,' et hominis Naturæ est—bibere."

During 1860 Lord Dufferin was engaged in the delicate and important work of examining into and reporting upon the causes of the then recent massacre of Syrian Christians in Lebanon, Damascus, and other parts of Turkey in Asia. From time immemorial there had been a deadly feud between the Christians and Mohammedans of that country, and in 1845 the Great Powers of Europe had entered into a convention for the protection of the former. The Christians grew exceedingly insolent towards their Turkish rulers, and the latter resolved on sanguinary punishment. Afraid of the protecting Powers, however, they endeavoured to effect their object without appearing to be implicated in the crime themselves, and to this end they fomented the chronic quarrel between the Christians and the Druses. Hence arose the massacre alluded to. As the Turkish Government seemed indisposed or unable to put a stop to such fanatical outbreaks, commissioners were chosen by Great Britain, France, Austria, Prussia, and Russia to enquire into the facts, and recommend a remedy. Lord Palmerston appointed Lord Dufferin the British Commissioner, and the way in which he discharged the difficult task entrusted to him has always been deemed exceedingly creditable alike to his good sense, his firmness, and his impartiality. For his services in Syria he received the order of Knight Commander of the Bath.

Lord Dufferin occupied successively the posts of Under Secretary for India and Under-Secretary for War in the administration of Earl Russell, which came to an end in 1866. On the return of the Liberal party to power under the Prime Ministership of Mr. Gladstone, he became Chancellor of the Duchy of Lancaster, a position he occupied from 1868 till his appointment as Governor General of the Dominion of Canada in 1872. This was the last of a long series of honours of which he had been made the recipient. He was by hereditary descent a member of the Irish Peerage; he was created an English Baron in 1850, and a Knight of St. Patrick in 1863. In the following year he was appointed Lord Lieutenant of the County of Down, his native county; he became a member of the Privy Council in 1868, and was made an Earl of the United Kingdom in 1871.

The career of Lord Dufferin in Canada has been an eminently successful one. To many the post of Governor-

General may appear one so easily filled that any man of ample means and average capacity would be capable of discharging successfully all the duties pertaining to it. Politically, we are sometimes told, he is merely the representative of Royalty, and has nothing to do but act on advice of his responsible advisers. When his Cabinet loses the confidence of Parliament he accepts the resignation of his Ministers as a matter of course, and accepts equally as a matter of course the successors virtually selected for him by the dominant majority. Were this a correct description of his political functions there would still remain many important duties devolving upon him as head of the State, which would call for the exercise of powers and the possession of qualities of no ordinary kind. Even politically, however, the Governor General has, as some recent events have shown, duties of great delicacy and often of great difficulty to discharge. It is frequently no easy task to hold the balance so fairly between opposing political parties that it will not incline a hair's breadth to either side. The Governor-General has a double function to fulfil—as representative of the Imperial Government on the one hand and as head of the Canadian Executive on the other—a position which frequently calls for the exercise of tact and judgment such as few men possess. In the exercise of the pardoning power, His Excellency is permitted large discretion, and it is not difficult to conceive of an impulsive or indiscreet Governor-General arousing strong public feeling by his method of exercising the Royal prerogative. The continuous and increasing popularity of Lord Dufferin with all classes and with those belonging to every shade of politics is the best evidence that he has succeeded in steering clear of the troubles which overshadowed some of his predecessors.

But, important as his position is politically, it is far more so from a social point of view. The Governor-General of a great colony can, if so inclined act the part of an aristocratic recluse, pocketing his salary and refraining, as much as possible from intercourse with a people about whom he knows little and care less, and looking upon his present office simply as a stepping stone to other and more agreeable positions. He can, if he chooses, go away from the country he has governed for a few years, knowing very little more about its political, municipal, educational, or ecclesiastical institutions than he did when he came. Or, without going to any such extreme, he can be affable enough in his intercourse with all who come in contact with him as a matter of course, and can pick up and retain such scraps of information about the people and their institutions as come in his way unsought. A Governor-General who does this and nothing more may be a fair administrator of the Government, and do some good in a negative kind of way, but he is not likely to be popular when here or much lamented when he is gone. He will lose hundreds of opportunities of being useful by both precept and example, and will at best but serve the purpose of a cipher whose function is to keep within their proper spheres the active units by whom he is surrounded. The part played by Lord Dufferin has been the very antithesis alike of aristocratic seclusion and official apathy. He has not only availed himself of all casual opportunities of becoming intimately acquainted with the people and the institutions of the country over which he has been placed, but has diligently sought out and intelligently utilized all the avenues of intercourse which position, wealth, and culture could open up to one earnestly in search of them. At one time or another during his term of office he has visited every city and important town in the Dominion exclusive of Manitoba and British Columbia. He has visited and carefully inspected the principal educational, charitable, and penal institutions wherever he has travelled. His

public addresses show that he has been an intelligent student of our political, municipal, judicial, and educational systems. He has made a point of meeting and mingling with the people as much as possible, and has seen for himself society in every gradation of aspect, from its primitive condition in the back woods to its highest degree of development in our metropolitan cities. He has made the grand tour of our inland seas, and witnessed the majesty of Nature as exhibited in the almost unbroken solitude in which the shores of Lake Superior are still wrapped. And, finally, though he has never ostentatiously aired his views, he has never failed to respond in suitable terms to the loyal and enthusiastic addresses which have poured in upon him from all classes and from every side. His speeches, warm with the light of hope, brimful of sympathy for the toiling and the struggling, sparkling with humour and moving with pathos, are characterized by a singular felicity of thought as well as of diction, and by an almost unprecedented absence of platitude and commonplace.

Lord Dufferin came to Canada in the early part of 1872. During the summer of the same year he had ample opportunities for observing the working of our political institutions while an exciting general election was in progress. Before he had been many months in office he made a tour of the principal places of interest in Western Ontario, visiting the Provincial Exhibition and spending a short time at Niagara Falls. In the following year his visit to the Maritime Provinces was cut short by the political excitement arising from the "Pacific Scandal," and he hastened back to Ottawa in order to be present at the opening of the Parliament. Through the stormy scenes of the next four months, and amid the proceedings and negotiations which culminated in a change of Administration, he steered his course in such a way as to retain the respect even of those who would not see eye to eye with him in his view of the line of duty he was called upon officially to discharge. In July, 1874, His Excellency and suite commenced a tour which will be memorable in Canadian annals. After travelling as far north from Toronto as they could by rail, the Vice Regal party reached Parry Sound by a more primitive mode of conveyance. There they embarked in the steamer *Chicora*, which had been chartered for the purpose, and made a circuit of Lakes Huron, Superior, and Michigan, calling by the way at all points of special interest and importance, including Chicago, from which they returned overland to Detroit. All the easily accessible towns of any importance in the Province of Ontario were then visited in turn, thus completing the most extensive and successful tour of the kind ever accomplished by any Governor-General. During 1875 Lord Dufferin's Administration has held on the even tenor of its way, the only symptom of trouble being the discussion growing out of the commutation of the sentence of Lepine, who had been condemned to death at Winnipeg for the murder of Thomas Scott during the Red River rebellion. The difficulty was obviated by the introduction of a general measure of amnesty, and it is to be hoped that the remainder of His Excellency's term of office will be even more placid in this respect than the past. In all probability, when he leaves us it will be to accept some higher position. Should he follow Lord Elgin from Canada to India he will carry with him heartfelt wishes for his welfare and success as the ruler of that vast Dependency. But whether he does so or not, the worst that the people of Canada will wish for him is that he may always be found in the future, as in the past, striving to realize his own noble motto—*per vias reclusas*.

It is hardly necessary to state that a large share of the success of Lord Dufferin's administration, and not a little

of the Vice-Regal popularity, is due to the graces, accomplishments, and influence of the Countess, his wife, who is the eldest daughter of the late Captain Archibald Rowan Hamilton, of Killyleagh Castle, in the County of Down—his Lordship's own native country. There are from this union several children, of whom two are native Canadians.

Although it would be impossible in a series of detached passages to convey any idea of Lord Dufferin's literary style, we are tempted to insert here two brief extracts from that inimitable medley of goods things, the "Letters from High Latitudes," premising that the delineations are by no means singular, hardly even conspicuous, amongst the many with which the book abounds. They are descriptions of two of the boiling fountains of Ireland, the great Geyser and one of its smaller neighbours, and they exhibit the author as at once graphic, humorous, and sublime—the very moods so indispensable to a successful pen and ink photographer of what is going on around him.—

"As the baggage-train with our tents and beds had not yet arrived, we fully appreciated our luck in being treated to so dry a night; and having eaten everything we could lay hands on, were set quietly down to chess, and coffee brewed in Geyser water, when suddenly it seemed as if beneath our very feet a quantity of subterranean cannon were going off; the whole earth shook, and Sigurdr, starting to his feet, upset the chess-board (I was just beginning to get the best of the game) and flung off full speed toward the great basin. By the time we had reached its brim, however, the noise had ceased and all we could see was a slight movement in the centre, as if an angel had passed by and troubled the water. Irritated at this false alarm, we determined to revenge ourselves by going and tormenting the Strokr. Strokr—or "the churn"—you must know, is an unfortunate Geyser with so little command over his temper and his stomach that you can get a "rise" out of him whenever you like. All that is necessary is to collect a quantity of sods and throw them down his funnel. As he has no basin to protect him from these liberties, you can approach to the very edge of the pipe, about five feet in diameter, and look down at the boiling water which is perpetually seething at the bottom. In a few minutes the dose of turf you have just administered begins to disagree with him; he works himself up into an awful passion—tormented by the qualms of incipient sickness he groans and hisses and boils up and spits at you with malicious vehemence, until at last, with a roar of mingled pain and rage, he throws up into the air a column of water forty feet high, which carries with it all the sods that have been chucked in, and scatters them scalded and half digested at your feet. So irritated has the poor thing's stomach become by the discipline it has undergone, that even long after all foreign matter has been thrown off it goes on retching and sputtering until at last nature is exhausted, when, sobbing and sighing to itself, it sinks back into the bottom of its den."

"We had now been keeping watch for three days over the Geyser in languid expectation of the eruption which was to set us free. All the morning of the fourth day I had been playing chess with Sigurdr; Fitzgerald was photographing, Wilson was in the act of announcing luncheon, when a cry from the guides made us start to our feet, and with one common impulse rush toward the basin. The usual subterranean thunder had already commenced. A violent agitation was disturbing the centre of the pool. Suddenly a dome of water lifted itself up to the height of eight or ten feet—then burst and

“fell; immediately after which a shining liquid column or rather a sheaf of columns wreathed in robes of vapour sprang into the air, and in a succession of jerking leaps, each higher than the last, flung their silver crests against the sky. For a few minutes the fountain held its own, then all at once appeared to lose its ascending energy. The unstable waters faltered—drooped—fell, ‘like a broken purpose,’ back upon themselves, and were immediately sucked down into the recesses of their pipe.”—*The Weekly Globe.*

POETRY.

The Coming Year.

By J. F. McDONNELL.

I do not weep for the bygone days,
Though they haunt my brain with their thrilling lays.
I do not yearn for the hours that are o'er,
Though I treasure their sweets in memory's store;
Their weird perfume, like the winds of spring
Their hues as bright as a seraph's wing;
And their beams that play round each youthful thought,
Like a sunset glow by the mountains caught:
But why should I welcome the coming year,
When I know not yet if it brings good cheer?

The bygone year was a friend to me,
With its hours of pleasure light and free;
Its summer days, and its autumn eves,
And the spells that cling to its withered leaves:
Though its bloom soon fled, and its youth is lost:
T'was a dream of rest for the tempest-tossed;
Its fruits still cluster round memory's vine,
And its wreaths through the dimness of Age shall shine:
Then why should I welcome the coming year,
When I know not yet if it brings good cheer?

There were smiles and tears in the shadowy Past,
But the gates of the Future are closed and fast.
Though clouds may have frowned on my pathway of old,
There were rainbow gleams on their sable fold;
The sunshine came when the waves were still,
And the May-day smiled after winter's chill.
I strive to gaze on the unknown shore,
But the veil of the mystic hangs before!
Then why should I welcome the coming year,
When I know not yet if it brings good cheer?

There may be peace in the unseen land,
And bowers of palm on its golden sand,
And flowers that blend with the morning breeze—
And isles of beauty on waveless seas;
Or it may be a region of death and gloom
With a cypress grove and a gaping tomb;
And a clime like the frozen Norland hills,
Where the spirit sinks and the bosom chills:
Then why should I welcome the coming year,
When I know not yet if it brings good cheer?

The festal lights from the casement shine,
And the goblets are filled with the choicest wine:
For Mirth is the queen of the joyous throng,
With the laughter gay, and the ringing song:
The low fond whisper of Love and Truth,
And the grasp of friendship and manly youth;
But why do ye rush to the arms of the new!
When the kind old friend was so good and true?
Why welcome ye thus the coming year,
When ye know not yet if it brings good cheer?

THE JOURNAL OF EDUCATION

QUEBEC, DECEMBER 1875.

We insert to day for the benefit of our readers, and others interested, a copy of the new law on education passed during the last session of the Quebec Legislature.

An Act to further amend the Law respecting Public Instruction.

Her Majesty, by and with the advice and consent of the Legislature of Quebec, enacts as follows:

OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION.

1. The act of this province 31 Vict., ch. 10, is repealed, and the department of public instruction is restored to the charge of a superintendent.

2. The superintendent of public instruction shall be appointed by the lieutenant-governor in council, shall hold his office during pleasure, shall have an annual salary of four thousand dollars, and shall give security, in conformity with the act of this province, 32 Vict., ch. 9.

3. The superintendent of public instruction shall possess all the powers, functions, rights and obligations conferred or imposed by law, on the superintendent of education, at the time of the coming into force of this act.

4. He shall further discharge all the duties, which the lieutenant-governor in council may see fit to assign to him, respecting:

1st. The establishment or encouragement of art, literary or scientific societies;

2nd. The establishment of libraries, museums or picture galleries, by such societies, by the government, or by institutions receiving government aid;

3rd. The support of exhibitions and examinations, and the distribution of diplomas, medals or other marks of distinction, for artistic, literary or scientific labors;

4th. The establishment of schools for adults, and the education of laborers and artisans;

5th. All which in general relates to the support and encouragement of art, letters and science;

6th. And the distribution of the funds placed at his disposal by the legislature, for each of such objects.

5. The superintendent of public instruction shall compile and publish statistics and information, respecting educational institutions, public libraries, art, literary and scientific societies, and in general respecting all subjects connected with literary and intellectual progress.

6. The superintendent shall annually draw up, in accordance with the directions of the council of public instruction, and shall submit the same to the government.

7. The superintendent of public instruction, in the exercise of all his functions, is bound to comply with the directions of the council of public instruction, or with those of the roman catholic committee or protestant committee, as the case may be, in conformity with section 16 of this act.

8. Two secretaries of the department of public instruction, may be appointed, as may also all other officers required for the due administration of the laws respecting public instruction.

9. All documents, whether originals or copies, signed by a secretary or assistant secretary of the department of public instruction, shall be authentic, and make proof of their own contents without it being necessary to prove the signature.

10. The department of public instruction shall form part of the civil service of the province; and the lieute-

nant-governor in council shall designate the officers of such department who shall be members of the board of examiners for the civil service.

Section 4 of the act of this province 31 Vict., chap. 8, is repealed.

II. OF THE COUNCIL OF PUBLIC INSTRUCTION.

11. After the coming into force of this act, the roman catholic portion of the council of public instruction, shall be composed of the bishops (ordinaries) or administrators of each of the roman catholic dioceses comprised in the province, either in whole or in part, who shall *ex-officio* form part thereof, and of an equal number of other roman catholics to be appointed by the lieutenant-governor in council.

Each such, bishop or administrator, if he is unable through illness or absence from the province, to be present at the meetings of the council, or at those of the committee of which he forms part, may appoint a delegate to represent him, and such delegate shall have all the rights of the person appointing him.

12. The protestant portion of the council of public instruction shall be composed as provided for by section 1, of chapter 16 of 32 Victoria.

13. Whenever the number of roman catholic members, nominated by the lieutenant-governor in council shall be augmented by more than seven, the number of the protestant members of the council shall be augmented, in the same proportion and in the same manner.

14. The superintendent shall be *ex-officio* president of the council of public instruction.

He shall be also *ex-officio* a member of each of the committees thereof, but he shall only be entitled to vote in the committee, of the religion to which he belongs.

15. The members of the protestant committee may add to their number five persons, to assist in the labors of their committee.

16. Everything which, within the scope of the functions of the council of public instruction, respects specially the schools, and public instruction generally, of roman catholics, shall be within the exclusive jurisdiction of the roman catholic committee of such council.

In the same manner, everything which within the scope of such functions respects specially the schools and public instruction generally, of protestants, shall be within the exclusive jurisdiction of the protestant committee.

17. Each of such committees may receive by donation, legacy, or otherwise *à titre gratuit*, money or other property, and may dispose of the same in its discretion, for the purposes of instruction.

Each such committees shall possess, in respect of property so acquired, all the powers of a body politic and corporate.

18. In the event of any person making a legacy to the council of public instruction, without stating the committee for which he designed the same, the legacy shall belong to the committee of the religion, to which the testator belonged, at the time of his death.

If the testator belonged neither to the roman catholic religion, nor to the protestant religion, the legacy shall be divided between the two committees, in the proportion of the roman catholic and protestant populations of this province.

19. The sums of money granted to roman catholics and protestants, for the purposes of public instruction, or any part thereof which have not been expended, shall remain at the credit and disposal of the committee which had the control thereof.

20. Each such committee shall have the sittings or

meetings thereof separate, and it may fix their period and number, establish its quorum, settle the mode of procedure and its meetings, appoint a chairman and secretary, and revoke such appointments at pleasure.

21. The chairman of each committee shall have, on all questions, in which the votes are equal, a second or casting vote.

22. Special meetings of each of such committees may be convened by the chairman, or by the superintendent of public instruction, by notice given at least eight days in advance.

If two or more members of either committee require in writing the superintendent or chairman of their respective committee, to convene a special meeting of such committee, it shall be the duty of the superintendent or of the chairman to convene it, in the manner prescribed by the provision preceding.

23. School inspectors, professors, directors and principals of normal schools, the secretaries, and the members of board of examiners, shall be appointed or removed by the lieutenant-governor in council, on the recommendation of the roman catholic or protestant committee of the council of public instruction, according as such appointments or removals respect roman catholic schools or protestant schools.

24. An appeal may be had to the committee of the council of public instruction, which it concerns, from any decision or action of the superintendent of public instruction, or of any person discharging his duties by delegation or otherwise.

25. All provisions in any act or law, inconsistent with this act, are repealed.

26. This act shall come into force on the first day of January next.

MISCELLANY.

Art and Aristocracy.—Some people may not agree with Mr. George Dawson's suggestion of a Beauty Club, mentioned the other day in his address to the Royal Society of Artist at Birmingham; yet the idea was in itself an excellent one. His ambition extended to educating the taste for beauty in the people, and drawing them up to a high standard by persuasion assistance, and advice. Mr. Dawson's intentions are laudable but we fear he would begin at the wrong end of the social scale. The lower classes are ignorant of what constitutes beauty, and pardonably so; the upper classes are equally ignorant, but this is inexcusable.....

Admirable sayings have been uttered about the education of poor children, or the necessity for improvement in female schools. Mr. Forster only lately, when he opened a high grade girl's grammar-school at Bradford, eloquently insisted on the right of every poor girl to acquire knowledge and the opportunity of developing her talents; but of the girls of the upper ten thousand no one seems to take account. Yet education does not spread upwards but down-wards; and without sharing Mr. Buckle's opinion that vice is less reprehensible than ignorance, yet we must allow that they are closely allied and firm friends; while idleness, if it is not culpable in itself, invariably tends to everything evil. Poor girls are brought up to earn a living, which is a natural, creditable aim; for what purpose are rich girls educated? Some sort of ultimate end must pervade the minds of their mothers and of those unhappy ladies whom we honour even while we disapprove of, and who are supposed to conduct their pupils' education by driving them more or less willingly in the cab-shafts of conventionality. We will not now enter upon the disputed question of what constitutes a sound education, but simply confine ourselves to what savours of art. Though our grandmothers, good simple souls, were not artistic in the modern sense of the word (for their accomplishments consisted only in playing moderately well on the harp, chiefly cultivated because it displayed a well-

rounded arm to great advantage, and in working monstrous roses and lilies in woolwork, much admired by that generation,) yet what knowledge they did possess was both thorough and practical. They could make all manner of dainty preserves, decoctions, and distillations; they were conversant with every detail of the dairy, the barehouse, and the kitchen; they loved fine needle work, and took a pride in the house-linen (who does not remember the old linen-press, with its faint odour of lavender and rose leaves, and vista of snowy piles of immaculate damask?); they ruled the men and the maids with a firm and gentle hand, and were not above giving an eye to the arrangements when their lord and master feasted the neighbouring gentry. Such things are, of course, beneath the notice of the present generation of fine ladies; but those good old dames were far, nevertheless, from being destitute of education; they could all write a letter (not a note), they had read our standard English authors—men who knew at least how to write good English, some of them even were classical scholars. Girls of the present day have learnt more, perhaps; but what do they know well? What, for instance, could they impart? which is the true test of having mastered a subject.

Accomplishments are anything but frivolous if they are looked at in the right spirit. Your daughter is perchance musical: let her learn thorough bass and harmony, so at least she will be competent to take a second in a duet, to transpose a song, or improvise an accompaniment—all charming and rare advantages. The ordinary young lady can only play set pieces on the piano that she has learnt at the price of Heaven knows how many valuable hours' practising; she never remembers anything by heart, could not compose two notes to save her life, and cannot repeat by ear the simplest melody out of an opera, though she has heard it a hundred times. She is perfectly ignorant of the history of music, hates classical works, knows few of the masters' names, save Verdi, Donizetti, Offenbach, and Mozart, the latter only as the composer of "Don Giovanni." Gregorian or Latin chants convey no especial meaning to her mind; all she can tell you about them is that they are used in church: as for orchestration, scoring, and such like, they are only fit matters for professionals. She will call Wagner horrid, Gounod lovely, Mendelssohn dull, and Beethoven pretty, without knowing why she likes or dislikes anything. She yawns at an oratorio, is bored at a concert, and only enjoys the opera because she knows every body that sits in the boxes, and because it is an opportunity for wearing fine clothes, and fills up the Saturday evening, on which there are no balls. Still more deplorable is the young lady artist who dabbles in painting. Landscapes are possible; for skies may be any arrangement of blue and white; trees can always be concocted with different splotches of green and brown; and stones and rocks every one knows need have no particular shape. But when it comes to figures, art is impotent—anatomy would be an unfeminine study; proportion and perspective are again left to professionals, and the result is—what? A series of simpering dolls with vermilion-and-white cheeks, vacuous in expression and unsteady about the legs, draped as much as possible, partly from a view to propriety, partly from the inherent difficulty of drawing a hand, an arm, or a leg correctly, or to look like anything but a bit of wood. Of course, under these circumstances, historical subjects, or any that convey a representation of passion or energy, are out of the question; the artist's (*sic*) time is chiefly spent in copying a few lackadaisical models of her master's style, or in depicting a shepherdess or a marquise on a bit of silk intended for a fan or a hand-screen. These compositions afford no pleasure to any one, are extremely unsatisfactory arduous to the executant, and mark the stage at which the amateur invariably stands still, or from which he ever recedes. Thus if painting and music are high art and the most noble and elevating of pursuits, should it be supposed that time, labour, and intelligence need not be bestowed on them? Time and labour enough are wasted, but to no purpose; because, as Mr. Gladstone says, it is not what you learn, but how you learn it, that is the keystone of success.

Many women have naturally artistic instincts, refined sensibilities, and a love of beauty; but then they are not well-grounded. Art is acquired as much as a taste for olives or the sword exercise. We never hear of a woman of genius in the aristocracy: perhaps high birth is not conducive to talent. Hugh Miller, Faraday, Keats, Stephenson, Shakespeare, Joshua Reynolds, were men of low origin; but even genius is worth nothing without training; with neither the one nor the other we must sink low indeed. If women have not studied archi-

ture, colour, or proportion, how can they even furnish a house, not only on correct principles, but so as to please and satisfy the eye, and inspire that feeling of *bien-être* which invariably accompanies good taste? Yet the first thing a girl does as soon as she is married is to choose and decorate her future home.—(*World*)

Literati in Politics.—There are being delivered this season throughout the country two lectures, one of which is the complement of the other. One is by Hon. Daniel Dougherty, on the character of American politicians, in which those worthies are exhibited in anything but flattering colors, and the other by the poet Joaquin Miller, advocating the candidature of literary men for the most honorable offices in the State and Nation, and showing that in England, government aid and appreciation, as well as high official preferment, are bestowed upon men of genius and industry in literature.

The fact that these lectures are listened to is encouraging. Charles Dickens caricatured our politicians and political journalists—was the picture over drawn?—and we became very angry. The English are the best-balanced people in the world, because they can stand being laughed at—they even enjoy it!—and we are rapidly approaching the same state of dignified self-complacency.

This is a good sign, and acting upon it the MONTHLY ventures to offer the following remarks: During the past hundred years we have been carried away too much with military prestige, to the disadvantage of the more useful arts of life and to the neglect of literary achievements. We have cherished the authors, artists, and poets in our private hearts, but forgotten them in our public honors. Our writers have been curiosities—only that and nothing more—while our blustering militia captains—thank God their names are forgotten!—have ridden into place and power, holding both until a beneficent grave had the goodness to hide them, and their little brief authority. This was all very natural in a young nation fighting alternately against savage and civilized foes for a well-earned and well-deserved existence. But we mean to say that it is high time that this state of things should come to an end.

Again, we have been carried away with the idea of the practical in life. Self-made men have been so highly rated at certain periods of our history that it was almost a disgrace to be educated. This, also, is natural and proper in a people whose duty it is to develop a raw country, and whose policy it is to encourage talent that bears directly on material progress. But to assure that such people are the ones most highly qualified for positions calling for intellectual acumen is a fallacy, and the adoption of the theory has redounded not a little to our national disgrace. Because a boor gets rich; because a mixture of plausibility, bullying, and trickery advances a man in life, this is no reason why ignorance should be above par and intelligence at a discount. We predict that the time is not far distant when this talk of "horse sense" in a man as qualification for high office will be properly characterized as jackass nonsense.

It is a common belief that the study and retirement of the scholar unfit him for the duties of active life. But this is a theory peculiar to the United States, and betokens a very limited scholarship or an illiterate state of officialism. If we doubt the efficiency of purely literary men, it is but fair to try them once. How does their record as foreign ministers compare with that of appointees on military and political considerations? Our literati, doing so well in office abroad, would it not now be fair, novel, and interesting to try them in office at home?

Are literary men disqualified for office by their habits of life? Then, pray tell us what there is in the life of the general, the pugilist, the faro-dealer, the saloon-keeper, or the horse-jockey to qualify him for office. You will say, "Oh, he can command men, and therefore should have office." Oh, no, gentlemen! it is not men that he can command, but unreasoning cattle! Are you of them? Will you remain so?

Let us come down to dignified, intelligent self-respect; the war drew off most of our flamboyant oratory on military glory; the Fourth of July next will witness, it is to be hoped, our last explosion of patriotic bluster; the practical idea in a nation already rich should not be a matter so all-absorbing as it has been in the past; the lasting glory of a nation depends upon her men of genius in literature and art.

We have no idea that the next Presidential election will be conducted on this principle, nor the next; but the time will surely come when the nation will do itself honor in honoring

with place and emolument men of original genius and men of productive scholarship.—*National Teacher's Monthly for January.*

Teachers and Barbers.—We never sit down to be shaved that we are not impressed with the thought that the qualities of a good teacher and those of a good barber are similar if not identical. The good barber has a steady, strong hand, but a light one; so has the good teacher. The good barber does not talk too much; neither does the good teacher. The good barber has a sharp razor; the good teacher has a sharp wit. The good barber keeps his tools in repair; so does the good teacher. No more careful is the good barber to hone his razors and fill his boxes and bottle at leisure, than the good teacher is to prepare himself for his business at the outset with a store of knowledge, as stock in, and for every special exercise that requires sharpness or brightness. The barber's Saturday night is like the teacher's class examination. The good barber never asks a customer how he wants this or that done, but goes ahead and does it according to the latest and most approved fashion; so the good teacher goes ahead and does his work without asking the principal such foolish questions as, "What would you do with children that whisper?" "What would you do with gum-chewers?" "What would you do to keep children from turning round?" "What can I do to make children study?" "What will prevent tardiness?" "What is the matter with my scholars that they can't learn?" "What would you do with a boy that gets ink on his fingers?" "How can I make children tell me the truth?" As well might a barber with a dull razor say, "What shall I do with a customer who says my razor pulls his beard?" "What can I do with hair that will not curl?" "What can I do to induce customers to allow me to cut their hair three times a week and shampoo them once a day, charging them extra for tonic and bay rum?" To be a good barber requires something more than lather; to be a good teacher requires something more than soap-suds. Give us good barbers and we shall be a neat and tidy people; give us good teachers and we shall be bright and clever. To succeed in either requires force, skill, and quickness. The trades are very like. Next!—*National Teachers' Monthly for January.*

Pillow Life-Preservers.—An ingenious and useful life-preserver for a passengers and crews was recently exhibited in Glasgow to a few gentlemen interested in shipping and emigration. The preserver consists of two pillows of prepared cork wood, with an upper padding of hair, covered with mattress-tick. The pillows are attached to each other in such a manner that when about to be used they can be placed one on the back and the other on the chest and tied, the head and shoulders being thus kept above water. They have been tested, and the two have been found capable of supporting a man of twenty stone breast-high. The pillows can be made useful as articles of bedding during the passage, and every passenger can, in a few minutes' notice of danger, put them to use as life preservers. Messrs. Allan, of the Glasgow and Montreal emigration steamers, are having the pillow-preservers introduced into all their ocean-going steamers.

A New Carriage Wheel for the Road.—A new principle in the construction of carriage wheels has just been patented by Mr. Robert Picken, of Birmingham, which is exciting some attention. In this new wheel every part consists of wrought iron, with the exception of the tire, which is formed of the best cast steel. The tire is constructed so as to protect the other parts of the wheel when it runs against the curbstone, or comes in contact with another vehicle. Neither in putting on the tire, nor indeed in any portion of the work, is a single bolt or nail employed, the spokes being slipped into their places in the rim and boss; and afterwards locked up by a nut, while the tire is firmly inserted into a groove in the rim. The patentee has likewise made considerable improvements in the axletree and boss, the strength of the former being increased at the points where it is most liable to give way, and the latter possession accommodation for about four times the usual quantity of oil for lubricating purposes. Although made of iron and steel, each wheel is not more than two or three pounds heavier than ordinary wheels, and the cost of production is about the same in both cases.

Australian statistics show that insanity of a violent kind prevails to a frightful extent on that continent. In 1861 there were 161 inmates of asylums in South Australia, being one to 750 inhabitants. In 1870 they numbered 307, and at the close

of 1871 there were as many as 324, or one to 524 of the population. These figures do not represent the entire list of the insane, but include only madmen and other inmates of the asylums.

The Length of Life.—Reasoning from analogy, we find it stated in "Health Maxims," men ought to live a century, as it seems to be a general law in the animal creation that life should be five times the period required for growth. Many of the insect tribes mature and fructify in an hour and die before the close of day. A dog grows for two years and lives eight; an ox grows for four years and lives sixteen; a horse grows for five years and lives twenty five; a camel grows for eight years and lives forty; a man grows for twenty years and should live to one hundred.

Calligraphy as a Test of Character.—A paper on this subject was read the other evening at the meeting of the Psychological Society, by Mr. G. Harris, LL.D., F.S.A., Vice-President, in which, after remarking on the various modes whereby the character of each person is indicated, and on the infinite diversities of handwriting, he adverted to some of the peculiarities which display character, illustrated his meaning by a number of original autographs, including those of Napoleon I., Wellington, Nelson, Brougham, Horne Tooke, Southey, Cowper, Cobbett, Bulwer Lytton and Charles Dickens, &c., commenting on the contrast between the writing of the two latter.

The Postal Card System in America.—The postal-card system appears to be a success in America. A report just compiled in the Post Office Department, Washington, shows that 107,616,000 postal-cards were sold during the fiscal year which ended the 30th June last, against 91,079,000 issued for the year which ended June 30, 1874. The value of the issue of ordinary postage stamps during the year was \$8,271,479; an increase of \$996,239 over the previous year. The issue of newspaper and periodical postage stamps amounted to \$815,902,47; of ordinary stamped envelopes and wrappers to \$4,144,773,4, an increase of \$242,284,58; of postal-cards, \$1,070,160. The total issue for the public was \$24,283,018,84; an increase of \$2,219,794.05 over the last fiscal year. The sale of official postage stamps for the fiscal year amounted to \$834,970,25, a decrease of \$580,874,35 since June 30, 1874; official stamped envelopes, \$354,522,18, an increase of \$1,065,22 over the year 1874. The other day there was a grand count of money in the cash vault of the treasury which, apparently to the surprise of everybody, was found to agree exactly with the official account of what it contained. The count came out exactly right. The contents of the vault were \$10,000,000, of which nearly \$1,500,000 was coin. Not a cent, strange to say, had been abstracted.

The Princess Louise as a Needlewoman.—The Princess Louise is, we are told, a most accomplished needlewoman, not only in copying the work of others, but in designing work of her own. She is absorbed in her art-studies all the day long. At a glance she can tell Florentine lace from Venetian, Spanish from Belgian—nay, can name the century it was made in, and the possible district from whence it comes. The cunningest old Jew dealer has no chance of passing off an imitation upon her, for her quick eye tells before her hand touches the sham, and she can teach him much more about the matter than he knows himself. As to tapestries, the Princess is learned, not alone in design, but in colours, in threads, in silks, in dyes, and in all the details of reproduction, not one feature of which escapes her eye.

Books Received

SCHEDLER'S MANUAL FOR THE USE OF THE GLOBES.—We have received from Mr. E. Steiger, 22 and 24 Franklin St., New York, *Schedler's Manual for the use of the Globes.* We can recommend it to Teachers and others as a most useful aid in the study of Geography. It contains general explanations as to the form and movements of our planet, latitude, longitude zones, meridians, etc., besides a number of problems interesting to Geographers and Navigators as well as to those who have any fancy for the beautiful science of Astronomy. Send for Catalogue.

VICK'S FLORAL GUIDE.—We have received the first number of the *Floral Guide* for 1876, published at the extraordinary low

price of twenty five cents a year. Educational establishments having botanical gardens, and students of Botany, in fact any one cultivating flowers would do well to apply to Mr. James Vick, Rochester, N. Y. See Advertisement.

LITTELL'S LIVING AGE FOR 1876.—In no other way can so much of the best work of the best minds of the time be obtained so cheaply or conveniently, as through this standard eclectic-weekly.

In 1876 it enters upon its thirty-third year, having met with continued and increasing success, and being now, since its absorption of "Every Saturday," practically without a rival in its field. With its weekly issue, and its *three and a quarter thousand* large pages of reading matter a year, it is enabled to present with a freshness and satisfactory completeness, attempted by no other publication, the ablest essays and reviews, the choicest serial and short stories, the most interesting sketches of travel and discovery, the best poetry, and the most valuable biographical, historical, scientific and political information from the entire body of foreign periodical literature. It would be difficult, therefore, to over-estimate its importance to American readers as the only thorough compilation of an indispensable current literature,—indispensable, because it embraces the productions of the foremost living writers in science, fiction, history, biography, theology, philosophy, politics, criticism and art.

Such distinguished authors as Hon. W. E. Gladstone, Prof. Max Muller, Prof. Huxley, Dr. W. B. Carpenter, Prof. Tyndall, R. A. Proctor, The Duke of Argyll, Edward A. Freeman, Frances Power Cobbe, Jas. Anthony Froude, Mrs. Muloch, Mrs. Oliphant, Miss Thackeray, Jean Ingelow, Geo. MacDonald, Thomas Hardy, Wm. Black, Anthony Trollope, R. D. Blackmore, Mrs. Parr, Julia Kavanagh, Mrs. Macquoid, Matthew Arnold, Henry Kingsley, Thomas Carlyle, F. W. Newman, W. W. Story, Robert Buchanan, Tennyson, Browning, etc., etc., are represented in its pages; and during the coming year, besides the best fiction by the leading foreign novelists, it will give the usual amount, unapproached by any other periodical, of the most important literary and scientific matter of the day, from the pens of the above named and many other ablest living contributors to current literature.

The Living Age has always stood "at the head of its class," not only as the best, but all things considered, the cheapest of the eclectics; and in the multiplicity of quarterlies, monthlies and weeklies, it has become almost a necessity to every person or family of intelligence and taste; for it, alone, furnishes such a compendium of whatever is of immediate interest or permanent value in the literary world as to render it an invaluable economizer of time, labor and money.

The subscription price (\$8 a year) is cheap for the amount of reading furnished; or for those desiring the cream of both home and foreign literature, the publishers make a still cheaper offer, viz; to send (*postage prepaid on both periodicals*) *The Living Age* and either one of the American \$4 monthlies, or weeklies, a year for \$10.50. With *The Living Age* and one or other of our leading American monthlies, a subscriber will, at remarkably small cost, be in possession of the best which the current literature of the world affords.

The volume begins Jan. 1st, and to new subscribers, remitting now, the publishers (Littell & Gay, Boston,) offer to send the intervening numbers *gratis*.

NATIONAL TEACHERS' MONTHLY.—The January number of this educational periodical, now well on in its second volume, is an unusually strong one, in both the Editorial and Contributors' Department. The leading article is by Mrs. M. F. Sullivan, well known in educational and journalistic circles, especially at the West. An article by Duane Doty, Assistant Superintendent of Schools, Chicago, on "Grading Schools," promises to be of national importance, since it presents a method of classing schools that will secure uniformity of plan and school nomenclature throughout the Union. A pleasant poem, entitled "My Own Sweet Will," may apply, indirectly, to pedagogical predisposition. A graphic description of the "Bad Lands" is from the pen of Wm. F. Phelps, President of the National Teachers' Association. The Editorial comprises: "A Review of Education in Quebec," "The American School System," "Litterati in Politics," "Teaching and Governing not the Same," etc., etc. The "Notes and Comments" are either piquant or practical, or both. The original sketch entitled "King Winter's Ball," is a real gem for Christmas reading. The subscription price of this ably-conducted and

valuable educational magazine is only one dollar per year, which makes it a marvel of cheapness. The Publishers are A. S. Barnes & Co., New York and Chicago.

DR. JOHNSON'S HEALTH LIFT AND LIFT EXERCISE.—Colleges and schools would do well to send to Messrs. J. W. Schermerhorn & Co., 14 Bond St. New York, for information as to this very useful machine for the physical development of students. *Mens sana in corpore sano* is a motto which no doubt prevails in all our educational establishments of any consequence, and if they wish to put it in force they can do nothing better than adopt this instrument, which they will find both cheap and very useful. See Advertisement.

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(FOR THE PROVINCE OF QUEBEC.)

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ABSTRACT FOR THE MONTH OF NOVEMBER, 1875.

OF TRI-HOURLY METEOROLOGICAL OBSERVATIONS TAKEN AT MCGILL COLLEGE OBSERVATORY. HEIGHT ABOVE SEA LEVEL, 187 FEET.

Day.	THERMOMETER.				BAROMETER.				† Mean Pressure of Vapour.	‡ Mean Relative Humidity.	WIND.		SKY CLOUDED IN TENTHS			° Rain and Snow Melted.	Day.
	Mean.	Max.	Min.	Range.	Mean.	‡ Max.	‡ Min.	Range.			General direction	Mean Velocity in m. p. hour.	Mean.	Max.	Min.		
1	28.61	32.5	25.0	7.5	29.6911	29.814	29.497	.317	.1246	79.5	W.	15.0	8.5	10	2	0.01	1
2	26.44	30.2	21.2	9.0	29.9557	30.080	29.841	.239	.1123	78.0	N. W.	14.2	7.5	10	2		2
3	27.07	32.4	22.3	10.1	30.0264	30.099	29.900	.199	.1181	79.9	W.	13.8	7.3	10	0		3
4	31.14	36.0	25.5	10.5	29.8314	29.885	29.790	.095	.1378	79.0	W.	6.9	6.9	10	0		4
5	29.37	36.9	2.1	14.8	29.9240	29.958	29.865	.093	.1330	82.2	W.	14.4	7.1	10	0	Inapp.	5
6	30.97	36.6	24.6	12.0	30.1555	30.161	30.015	.146	.1222	71.1	W.	17.5	5.7	10	1	Inapp.	6
Sunday 7		32.6	26.0	6.6							N. E.	6.6				0.13	7 Sunday
8	27.45	34.0	22.8	11.2	30.3356	30.385	30.304	.081	.1245	83.4	N. W.	3.9	5.8	10	2		8
9	29.56	30.7	26.8	3.9	30.3789	30.435	30.266	.169	.1425	86.9	N. E.	6.4	9.1	10	8		9
10	30.57	34.0	26.0	8.0	29.9901	30.224	29.678	.546	.1604	93.2	E.	6.2	9.7	10	8	0.41	10
11	33.81	38.6	29.9	8.7	29.7619	29.930	29.625	.305	.1589	82.9	W.	15.1	7.3	10	1	0.09	11
12	35.65	40.0	31.1	8.9	29.8934	29.971	29.818	.153	.1710	81.9	S. W.	10.2	5.9	10	4		12
13	37.18	41.0	27.2	13.8	29.9101	30.061	29.826	.235	.775	78.4	W.	13.0	9.3	10	7		13
Sunday 14		24.0	19.6	4.4							E.	16.4				Inapp.	14 Sunday
15	26.26	30.6	22.3	8.3	29.7396	29.829	29.617	.212	.1202	83.4	N. E.	11.3	10.0	10	10	0.06	15
16	33.83	38.0	26.0	12.0	29.5039	29.619	29.365	.254	.1829	93.6	S. W.	14.9	10.0	10	10	0.26	16
17	20.37	24.1	13.7	10.4	29.8733	30.172	29.575	.597	.0791	70.6	N. W.	30.3	6.6	10	0		17
18	17.00	25.0	8.3	16.7	30.1325	30.256	29.842	.414	.0732	75.1	S. W.	13.2	5.4	10	0	0.05	18
19	27.26	35.5	20.8	14.7	29.6340	29.761	29.523	.238	.1351	90.4	E.	9.3	9.7	10	8	0.10	19
20	29.06	35.5	26.2	9.3	30.0635	30.155	29.859	.296	.1241	77.0	N. W.	8.1	8.5	10	3		20
Sunday 21		35.3	15.2	20.1							S.	16.4					21 Sunday
22	12.34	17.5	5.7	11.8	30.6182	30.688	30.453	.235	.0532	69.7	W.	13.2	0.4	2	0		22
23	23.67	32.9	13.8	19.1	30.2150	30.628	29.832	.796	.1149	86.4	S. E.	14.2	7.5	10	0	0.14	23
24	25.40	32.0	15.0	17.0	30.0576	30.396	29.806	.590	.1027	74.4	W.	24.6	9.0	10	4	0.06	24
25	15.99	22.2	7.2	15.0	30.5265	30.595	30.394	.201	.0669	73.1	S.	11.6	3.6	10	0		25
26	32.19	39.0	17.5	21.5	29.9434	30.292	29.760	.532	.1651	85.5	S. E.	16.8	7.5	10	0	0.66	26
27	26.40	38.2	11.6	26.6	30.2884	30.602	29.924	.678	.1155	74.7	N. W.	12.2	5.4	10	0		27
Sunday 28		14.0	3.4	10.6							N. E.	12.8				0.50	28 Sunday
29	7.54	26.5	-13.2	39.7	29.9221	30.359	29.470	.889	.0562	77.4	N. W.	27.3	5.1	10	0	0.20	29
30	-11.92	-5.3	-17.9	12.6	30.402	30.444	30.372	.072	.0181	75.0	W.	18.4	0.5	1	0		30
Means	25.12	30.68	17.52	13.16	30.0282			1.3301	.1189	80.10		13.81	6.90				

* Barometer readings reduced to sea-level and temperature of 32° Fahr. † Pressure of vapor in inches of mercury. ‡ Humidity, relative saturation, 100.

Mean temperature of month, 25.12. Mean of maxima and minima temperature, 44.10. Greatest heat was 41.0 on the 13rd; greatest cold was 17.9 below zero on the 30th,—giving a range of temperature for the month of 58.9 degrees. Greatest range of the thermometer in one day was 39.7, on the 29th; least range was 3.9 on the 9th. Mean range for the month was 13.2 degrees. Mean height of the barometer for the month was 30.0282. Highest reading was 30.688, on the 22nd; lowest was 29.365, on the 16th, giving a range of 1,423 inches. Mean elastic force of vapor in the atmosphere was equal to .1189 inches of mercury. Mean relative humidity, 80.10. Maximum relative humidity was 100 on the 26th, during cloudy weather after rain. Minimum relative humidity was 54 on the 6th, during clear weather. West during hne and, and from the east during cloudy weather and precipitation. Mean of sky clouded per cent 69. Rain fell on 2 days. Snow fell on 16 days. Rainfall was 0.50 in. Snowfall was 21.7 inches. Total precipitation in inches of water, 2.67 inches.

