

Technical and Bibliographic Notes / Notes techniques et bibliographiques

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

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

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

JOURNAL OF



EDUCATION,

Upper

Canada.

VOL. XVIII.

TORONTO: MAY, 1865.

No. 5.

CONTENTS OF THIS NUMBER:

PAGE

I. NEW SYSTEM OF MERIT CARDS IN THE PUBLIC SCHOOLS OF UPPER CANADA.—(2) Value of Competitive School Examinations. (3) Mode of Awarding Prizes in Schools. (4) Report on Prizes in our Public Schools.	65
II. DISTRIBUTION OF PRIZES—MECHANICS' INSTITUTES.—(1) Mechanics' Institute Presentation of Prizes. (2) Distribution of Prizes, Montreal. (3) The Educational Features of the Mechanics' Institute Exhibition.	69
III. PAPERS ON PRACTICAL EDUCATION.—(1) Primary Reading. (2) Three Rules for Good Reading. (3) The Words we Use.....	72
IV. PAPERS ON PHYSICAL GEOGRAPHY.—(1) Important Geographical Discoveries in South America. (2) Longevity Geographically Considered. (3) Outlets of Lakes.....	73
V. PAPERS ON RAILWAYS AND COMMERCE.—(1) Railways in the United Kingdom. (2) The Queen on Railway Accidents. (3) Railways in India. (4) Railways in Italy. (5) Railways in Cuba and South America. (6) Commerce of Jerusalem. (7) The Navy of England.....	73
VI. PAPERS ON NATURAL HISTORY, &c.—(1) The Vegetables that we use. (2) The Geography of Perfumes. (3) Insects as a Food. (4) The Angel Life. (5) "We shall be Changed.".....	74
VII. BIOGRAPHICAL SKETCHES.—No. 26. Viscount Lord Combermere. 27. Richard Cobden, Esq. 28. Mr. John Cassell. 29. Mr. David Stow. 30. Mrs. Richard Lovell Edgeworth. 31. The Duke De Morny. 32. General A. P. Hill. 33. Right Rev. W. H. DeLancey, D.D., L.L.D. 34. Lewis Burwell, Esq.....	76
VIII. MISCELLANEOUS.—(1) The Children's Hour. (2) The Queen as a Scriptural Reader. (3) The Queen on the Employment of Women. (4) A Family Scene at St. Cloud. (5) Anecdote of Napoleon III. (6) Origin of Familiar Quotations. (7) Value of Teachers' Associations.....	78
IX. EDUCATIONAL INTELLIGENCE.....	80
X. DEPARTMENTAL NOTICES.....	80

many noble qualities may have spurred on that boy to try for the prize. Perhaps he had parents whom he loved—some indulgent father, some anxious mother—and he knew that the prize would make them so proud. Perhaps he had already conceived the manly wish for independence; he looked on the future, saw that he had his own way to make in life, that it must be made by merit, and that every credit he won at school would be a help to him in the world. Or perhaps he was only animated by that desire of distinction, which is, after all, one of the most elevated sentiments in the human breast; it is that sentiment which inspires the poet and nerves the hero; it was that sentiment which made Nelson see not death but immortality in the terrors of the battle, and cry—"Victory or Westminster Abbey!" It was that sentiment which led the rank and file of the English soldiers up the heights of Alma. They did not hear the roar of the cannon, to whose very jaws they marched on with unflinching tread; they only heard the whisper at their hearts, "And if we do our duty this day, what will they say of us in England?" Ay, and when a boy sits down resolutely to his desk—puts aside all idle pleasures, faces every tedious obstacle—firmly bent upon honorable distinction, it is the same elevating sentiment which whispers to him—"If I succeed what will they say of me at school?" or a dearer motive still,—"What will they say of me at home?"

The late Prince Consort gave some attention to the question of prizes in schools. He had strong and peculiar views on the subject; and in the characteristic memorandum which he drew up in regard to the prize to be given by the Queen in the Wellington College for officers sons, he laid it down as a condition that the prize given by Her Majesty should not be awarded to the most "bookish" boy, to the least faulty boy, nor to the boy who should be the most precise, diligent, and prudent; but to the noblest boy, who should afford most promise of becoming a large-hearted, high-motived man—thus shewing how far he exalted, in his bestowment of prizes, the noble nature over the clever intellect.

With a view to illustrate the practical usefulness of prizes in our schools, we append to this paper a series of extracts from the Local Superintendents Annual Reports for 1864 on this subject. While these extracts demonstrate the importance and influence which the prize books have exerted, they also shew that the mode of granting these prizes has not always given satisfaction. In order, therefore, to remedy the evils complained of on this subject, the Educational Department for Upper Canada has prepared and issued a series of one,

NEW SYSTEM OF MERIT CARDS IN THE PUBLIC SCHOOLS OF UPPER CANADA.

THE question as to the best method of giving prizes in schools, or of giving them at all, has been so often and so ably discussed by educationists and public men, and in educational periodicals, that we need scarcely re-open it here. Public opinion, however, and the practice in the schools generally, in various countries, and at competitive exhibitions of all kinds, has given an abiding sanction to the principle of awarding prizes to successful competitors. The apparent injustice done in particular cases has often given rise to the question of the inexpediency of the competitive prize system. But these cases are comparatively rare, and form the exception to the general rule, which, in the main, has worked well—has developed talent, spurred on even genius itself, brought out hidden powers of mind, and has contributed immensely to advancement in general knowledge, science, art, and human skill. The rationale of applying the principle of prizes to schools is so admirably put by Sir E. B. Lytton, ex-Secretary of State for the Colonies, and a distinguished writer and scholar himself, that we cannot do better than quote it in this place. At a school examination in Hertfordshire, he thus refers to the influence of prizes in schools:—

"Do not think that when we give a prize to a boy who has distinguished himself, it is only his cleverness in some special branch of study that we reward. Perhaps he was not, in that branch of study, so peculiarly clever; perhaps many other boys might have beaten him if they had tried as hard. No! how

ten, fifty and one hundred merit cards. These cards are designed as far as possible not only to remove the objection to the principle of prizes itself, but also to enable the master of the school to obviate objections on the ground of alleged partiality and favoritism in the distribution of these prizes. The suggestions of the Department on the best mode of issuing these merit cards are as follows:—The one merit cards should be given daily or weekly, at the discretion of the teacher, to pupils who excel in punctuality, good conduct, diligence, or perfect recitation. Ten of the single merit cards entitle the holder to a ten merit card; five of the ten merit cards to a fifty merit card; and two of the fifty merit cards to a hundred merit card. If given daily, no pupil should be entitled to a certificate or prize at the quarterly examination who had not received at least fifty merits of all classes; if given weekly, from fifteen to twenty should be the minimum number of merits of all classes, which would entitle the holder to a certificate or prize at the end of the quarter. The value of the prize should in all cases be proportioned to the number or class of merit cards of all kinds received by the pupil during the quarter.

We have also appended to this article two communications from experienced teachers in our public schools on the subject of prizes, which will be read with much interest by teachers generally.

The Rev. P. Goodfellow, Local Superintendent, Bosanquet, says—The system of prizes is gaining ground, many of the schools having acted upon it during the past year, and with very apparent success. One noticeable measure for the encouragement of education in the township, inaugurated during the preceding year, I must not forget to mention—a measure which has much to recommend it, and from which, if continued, I hope for the best results. I allude to a general competition for prizes, open to all pupils from all the schools in the township. The sum of \$10 was granted for this purpose by our municipal council, which, with the 100 per cent. obtained at the Educational Department, made up \$20 worth of prize books, which were competed for immediately before the close of the year. A general holiday was announced in all the different schools, that not only pupils but teachers might have an opportunity of being present, of which a large number availed themselves. Though the accommodation was not sufficient, nor the arrangements as perfect as could be wished, yet a most lively interest was taken in the whole of the examination, and the result was such as to induce us to try again. The council has very generously granted us another sum—this time of \$20—for a similar competition next winter, and the effect will be, I have no doubt, to stimulate and encourage both teachers and pupils.

Alexander Craig, Esq., Tilbury West.—Prizes were given in two schools, each pupil receiving one, which has evidently a stimulating effect both on parents and pupils.

John Eckford, Esq., Brant, Carrick, Culross, Greenock, Elderslie and Sauguen.—Prizes are distributed with excellent effect. But whilst prizes properly so called are distributed to the best scholars and to those who have distinguished themselves by diligence, good conduct, and regular attendance, less valuable books are given to the others as rewards and encouragements, and they are excited to aspire after higher distinction at next distribution. All are thus cheered, and the joy and satisfaction are universal.

Thomas S. Agar, Esq., North Riding, County of Hastings.—I attribute in a great measure, the increase in the attendance this year to holding public township examinations, and the distribution of prizes. The Township Councils of Madoc, Huntingdon, and Rawdon, each contributed \$10 for prizes; as did also the Hon. B. Flint, for Elzevir, and A. L. Bogart, Esq., for Hungerford.

Leonard Luton, Esq., East Riding, County of Elgin.—In a few schools prizes are awarded regularly. Sometimes bad effects flow from the prize-giving system; but when judiciously managed, it gives increased vitality and energy to the whole school.

The Rev. M. A. Farrar, Asphodel.—Prizes have been distributed in only a few schools. I have not yet been able to decide what has been the effect of their distribution. A good deal depends on the discretion of the distributors themselves, and their mode of performing that duty; but I am disposed to think that if done with impartiality and judgment, prize-giving will be of great service to the interests of schools, for many reasons. The Hon. Billa Flint, in a letter addressed to me recently, proposes to give \$10 to each township in my superintendency (on condition that the sum of \$40 be secured from all sources), the amount to be distributed in the shape of prize books. He suggests that there should be a central meeting point for the schools of each township, and that the prizes should be distributed after a public competition. This is, it seems to me, an excellent idea; and not more excellent than generous in the donor. I have just learnt that Mr. Flint has extended his gift to all the townships in the Trent Division.

William Watson, Esq., York.—Prizes have been given in five of the Common and one of the Roman Catholic Separate Schools. I regret that we were unable to get up during the year a township

competition similar to that of 1863, feeling assured that the results thereof were plainly visible in the renewed impetus it gave to a laudable ambition to excel among the several schools of the township. The trustees, in some instances, remarked that their schools made more improvement in the four months preceding that examination than in the previous nine months.

The Rev. R. Macarthur, Reach.—Prizes have not been generally distributed among the pupils during the year, but where they have been distributed they appear to have had a stimulating effect on the recipients of them, and also on the school generally.

The Rev. A. E. Miller, Wallace.—In the schools where prizes are distributed, I think the children take more interest in their studies, and attend more regularly.

Adam Hudspeth, Esq., Lindsay.—During the year 1864 the trustees granted \$15 for prizes, which, with \$5 from the local superintendent, and the equivalent granted by government, purchased \$40 worth of books from the Department, which were distributed as prizes to the pupils of the Union Schools, one half at each half yearly examination, and exerted such a beneficial influence that it is to be hoped they will continue to grant yearly a certain sum for a like purpose.

The Rev. Andrew A. Smith, Sarnia.—The annual distribution of prizes has a very good effect, and is evidently beneficial in its results.

Robert H. Dee, Esq., M.D., Onondaga.—Prizes were distributed at one school, and they had the effect of making the pupils more diligent at school.

The Rev. James T. Dowling, Uxbridge.—Prize distribution stimulates to greater effort where adopted.

William Harvey, Esq., Flos.—Prizes were distributed in two of the schools last year, which, I would say, produced very beneficial results. In fact, in a pecuniary point of view, the money expended for prizes is well invested, as the premiums distributed at each examination tend greatly to cause the children to make the best use of their time at school.

The Rev. William Belt, M.A., Scarborough.—Prizes are usually distributed every year in one or more of the schools, and I think the general tendency is good. I prefer that, in some cases, something, however small, should be given by way of encouragement to every child in the school. It is possible still to mark the distinction between prizes for proficiency, rewards for diligence, and mere tokens of encouragement.

The Rev. Thomas S. Chambers, Storrington.—Prizes were made use of in some instances with beneficial effect in the way of improving the attendance, and exciting a commendable degree of emulation among the pupils. In one school section the trustees purchased books sufficient to supply each scholar with one. The best publications were selected as prizes for the most deserving. In this way all jealousy and unpleasant feeling were avoided. I am fully persuaded that money judiciously laid out in prizes would prove of invaluable service to the interests of education. I intend to give more prominence to this matter in my intercourse with teachers, trustees and parents.

The Rev. John Porteous, Beverley.—I think that the distribution of prizes meets with increasing favour, from which I would infer that the effect must be esteemed beneficial. I am decidedly in favour of giving prizes. The principal difficulty appears to be in the apportionment of them so that there may be no just accusations of partiality, and that the children themselves may understand the plan of marking merit, and see that it is perfectly carried out.

The Rev. D. J. F. Macleod, M.A., Willoughby.—Prizes were distributed in two sections, and the influence of the distribution was beneficial. There can be no greater, at any rate no more efficacious, incitement to proficiency in study, to punctuality and good conduct, than a liberal, and above all, an impartial distribution of prizes to pupils who are really deserving of them.

Robert Menzies, Esq., Nassagaweya.—We have had prizes distributed in only three of our schools, but from the good effect which I have witnessed from these, I shall endeavour to persuade the trustees and teachers to have them in all our schools.

The Rev. James S. Douglas, M.A., Ashburnham.—The prizes were well distributed, and gave, in consequence, general satisfaction.

W. T. Boate, Esq., County of Durham.—Eighteen schools are reported as having distributed prizes during the year. Only in one or two cases have they failed to prove a powerful stimulant to exertion on the part of the pupils, and these cases have been owing to an injudicious method of distribution. In most instances class lists have been kept, and the prizes distributed in accordance with the marks obtained by the pupils. It would be well if the trustees of every section would appropriate ten dollars annually for the purchase of books, &c., for distribution.

C. Lee Ripley, Esq., Crosby South.—In sections Nos. 5, 6, 9, and 16, prizes have been given with a good result.

John Rose, Esq., Dummer.—The distribution of prizes exerts a very good influence where it is observed.

Francois Dupuy, Esq., Sandwich West.—Prizes have been distributed in six sections (seven schools). The influence of that distribution has been encouraging, and without doubt has increased the number of children attending school, and stimulated them to punctuality.

S. Z. Barnhart, Esq., Streetsville.—It is conceded by all interested in the cause of education here, that the judicious distribution of prizes has largely contributed to the creation of a spirit of emulation among the pupils—to increased assiduity of study, and consequently to a more rapid progress in their educational advancement.

The Rev. Wilhelm Schmidt, New Hamburg.—The distribution of prizes exercises a beneficial influence in the most cases; but some regard the prizes merely as presents, and are dissatisfied if they receive none, even if they have attended the school but a few days during the year.

The Rev. Robert Campbell, Galt.—Hitherto there have been no prizes offered in the school, but teachers, trustees and superintendent have all come to believe that competition for them would have a beneficial stimulating effect, if wisely adjudged, and prizes have been accordingly announced to be competed for at the midsummer holidays.

The Rev. C. C. Johnson, Clinton.—The keenest competition was evidenced at our late examinations, and a most ready answering by many of the children, thus proving that the effect of prizes, judiciously chosen and impartially distributed, is most excellent.

Alexander Reid, Esq., Crowland.—An impetus has been given during last year to the bestowment of prizes, five out of seven schools having participated, and, so far as my knowledge extends, with beneficial effect; and whenever it has the effect of stirring up a spirit of generous emulation and friendly striving, great good must inevitably be the result.

The Rev. A. MacLennan, Tossorontio.—Some efforts have been made for the distribution of prizes next year (1865). The result so far has been very encouraging. It is my firm impression now that if there will be any obstacles in the way it will not be on the part of those who should be foremost in urging, helping and encouraging such efforts—the trustees. If it will be my lot to report in 1865, I do hope I shall be enabled to state that prizes are agreeably and profitably distributed in all our schools. There are objections to, and difficulties in connexion with, the distribution of prizes in our county schools. To avoid these, it is proposed to give the prizes according to the attendance, and a book to every pupil in the school.

The Rev. Robert Scott, Oakville.—Prizes have been given with very marked results for good, in so far as school education is concerned, if the number of lessons acquired and eagerness in study are to be reckoned as such.

Hector McRae, Esq., Charlottenburgh.—The few schools in which prizes have been distributed show that considerable influence can be derived from the system.

The Rev. James Black, Seneca.—During the past year only a small number of prizes have been given in the schools under my charge. In former years, the distribution of prizes frequently produced dissatisfaction and jealousy, and on this account the practice of distributing them has been discontinued. I think, however, that premiums, judiciously given, would stimulate the pupils to greater diligence, and result in their more rapid progress.

The Rev. John Gray, Oro.—I have long advocated the bestowment of prizes in connection with our school system, as calculated to promote healthy emulation, and to afford that degree of stimulus and encouragement so necessary to the youthful mind; but in a comparatively poor and remote district like this, it is difficult to persuade trustees to spend anything except what they deem essential to the bare working of the educational machinery.

William B. Inrie, Esq., Edwardsburgh.—As regards school requisites, viz., maps, apparatus, and prize books, I regret to have to state there is great destitution. Many have promised, and I trust will apply to the Department for some or all of these, and I am quite sure all ought to do so, since I know of none who are not perfectly able, many, if not all, having a sufficient sum of money on hand, which ought to be devoted to that purpose. Next to procuring the services of a good teacher, I do not know of anything which would so well repay them, or tend more to aid and encourage children in an enlightened and successful prosecution of their studies.

Andrew Irving, Esq., Pembroke.—At the last examination the trustees distributed a number of prizes, which I have no doubt will have the effect of causing an increased interest to be taken in education alike by parents, teachers and pupils.

Jonathan Wigfield, Esq., Mersea.—Prizes, to a small extent, have been distributed in three sections with good effect.

The Rev. James Whyte, Osgoode.—Our third annual public ex-

amination, of all the schools of the township was highly satisfactory—our county M.P. being present, as well as the reeve and township council, and all taking a lively interest in the proceedings. A number of prizes were given by the friends of education in the neighbourhood, besides those given by the township council.

John P. W. O'Falvey, Esq., M.D., Maidstone.—Prizes were distributed in one school, and they had a very salutary effect upon the children. I have no doubt but its continuance would be attended with happy results.

Trustees County Grammar School, Williamstown.—Prizes were distributed at the last half-yearly examination, and it is believed with very good effect. The prizes are decided mostly by examinations held at the close of every month on the work of the month, and the trustees are assured it is a most excellent plan.

J. Lawton Bradbury, Esq., M.A., Head Master Gananoque Grammar School.—A large number of prizes were distributed last Christmas, dependent partly upon the proficiency during the half-year, and partly upon a competitive paper examination in which the trustees were examiners. Universal satisfaction was felt with the awards.

John Haldan, Jun., Esq., Head Master Goderich Grammar School.—In this school, rewards consist of honourable distinction in the room, occasionally an afternoon for recreation, and books as premiums on public examination days.

John Tisdale, Esq., Chief Librarian, Wawanosh.—The Wawanosh Township Library is conducted under the superintendence of a chief librarian whose duty is to exchange the divisions of the library once a year, take receipts from the librarians, examine the books, report on their condition to the council, cover all books requiring it with wrapping paper, collect the prices of lost books, and fines. This is the fifth year I have been appointed chief librarian, and I have had no difficulty in collecting fines, &c., until lately. The works of fiction, travels, and history, are much read; books on the various sciences by but few.

2. VALUE OF COMPETITIVE SCHOOL EXAMINATIONS.

A correspondent of the *Ottawa Citizen* writes as follows:—Having derived much pleasure from, and witnessed the great advantages of a competitive examination of Common Schools held at North Gower, I am induced to make a suggestion that this excellent plan may be carried a step or two further. My suggestion is, that there be a general examination of the best pupils of all the townships in the County, as elicited at the local examinations. This would show who is the most proficient pupil in the County; or in the aggregate of such townships as will accept the annual general examinations. To such pupil I would award a Scholarship in the County Grammar School, tenable for three years. Thus, for the first year, one scholarship would have to be provided; for the second year, two; and for the third and succeeding year, three. The value of such scholarships might be either merely the exemption from school fees, or whatever more might be decided upon by the County Council, to which body we should naturally look to pay the expenses. In this way many a clever youth from the backwoods might be enabled to prepare for obtaining an Exhibition in the University, and eventually rising to eminence in his country, and possibly to one of the highest offices in the state. These suggestions apply only to the boys; but perhaps some plan might be adopted for rewarding the most proficient girl of each year by sending her to the Normal School, where she would be qualified for a first-class teacher, and thus secure a highly respectable position and a comfortable maintenance for life. I venture to throw out these hints for the consideration of those who feel an interest in the education of the young people of the County—an education which is, at present, confessedly imperfect; but which these township examinations, where they have been tried, show to be easily capable of improvement.

Correspondence of the Journal of Education.

3. MODE OF AWARDING PRIZES IN SCHOOLS.

To the Editor of the Journal of Education.

In compliance with your request, I transmit you the plan adopted in the model school of awarding prizes, and of recording the daily work of the pupils.

We make use of three means of stimulating the pupil to work. A monthly report to be taken to their parents, a monthly examination for promotion in the division, and a final examination for the awarding of prizes.

The monthly report contains an account of the recitations, perfect and imperfect, of deportment, good and bad, and of attendance, regular and irregular. This is all taken down in a few minutes, when the roll is called in the evening. This report is chiefly for the benefit of the parents, and the success attending it, depends much upon the interest taken in it by them.

The monthly examinations in each division is for promotion in the division. It is partially oral and partially written. It is generally a review of what has been gone over during the month. I find them answer a very good purpose. They accustom the pupils to express their thoughts on paper; they afford the teacher an opportunity of finding out whether the pupils have fully mastered their work, and they act as a healthy stimulus on the whole division, for the desire to get higher in the division is very great.

The examination for prizes takes place once a year, and it is conducted in a similar manner to the monthly examinations, only it is more comprehensive and is more exclusively a written one. There are two or three prizes awarded in each subject, in each division, and the pupils well know that those who get the greatest number of marks, get the prizes. The prizes for attendance and good conduct are awarded by reference to the register. This plan generally affords satisfaction, but it hardly affords sufficient encouragement to the junior members of the division.

It affords me pleasure to know that there is a growing desire on the part of teachers and parents to make a greater use of prizes in schools. The principle is generally considered a sound one, and all that is wanted is some fair impartial manner of awarding them, and one, too, that will reward the faithful, plodding pupil, as well as the talented one.

Mr. McCallum, of Hamilton, informs me that they make use of cards in the following manner. At the end of the week a card is given to each pupil that has had all the recitations perfect and has not been late or absent during the week. Then at the end of the year only those who have received a certain number of cards are allowed to compete for the prizes.

I have been assured lately by many teachers that, if some regular system of giving cards could be adopted, the distribution of prizes would be much more general than at present.

I remain, yours truly,
JAMES CARLYLE.

BOYS' MODEL SCHOOL, 1865.

4. REPORT ON PRIZES IN OUR PUBLIC SCHOOLS.

To the Board of School Trustees, Hamilton :

GENTLEMEN,—Educationalists are divided on the question of establishing prizes in schools. Some of them maintain the influence exerted to be injurious, while others as stoutly maintain the influence healthy, and as a means to an end to be used with great success. Some contend that in the prize system the appeal is to the selfish and least noble part of our nature, that it is next to impossible to award them to the really deserving, and that while the few may be stimulated to over-exertion, the many will plod along the pathway of learning just the same, whether prizes be awarded or not. Winds and waves may ruffle the surface of the ocean, but at the depth of a few feet their influence is never felt. The following are some of the reasons that may be urged in favor of giving the system a fair trial in our City Schools :

1. Every college in Canada offers prizes for competition.

Upper Canada College offers annually seven exhibitions, two, value of each \$120, two, value of each \$80, three, value of each \$40; also prizes, &c.

Victoria College, gold and silver medals, prizes, &c.

Queen's College, scholarships, bursaries, &c.

Trinity College, scholarships, &c.

Magill College, scholarships, prizes, &c.

Toronto University and College annually bestow scholarships, medals, prizes, and certificates of honor.

2. In most, if not all, cities of Canada West prizes are awarded in common schools; witness, Toronto, London and Brantford. In Toronto and London the influence exerted in the common schools, according to information received from G. A. Barber, Esq., and S. B. Boyle, Esq., is highly beneficial.

3. The Prince of Wales left a sum of money in quite a number of our colleges, the interest of which is to be distributed as prizes.

4. The highest authority in our country on educational matters, Dr. Ryerson, our Chief Superintendent, thus refers to the subject :

"The expediency of establishing prizes in schools is an unsettled question among educationalists. The influence exerted by prizes in a school is said to be injurious, owing to the animosity and undue rivalry which it is alleged are created. This may be true in some cases, where an impression of favoritism is created in the minds of the pupils; but an active and honorable rivalry to excel can never be otherwise than beneficial. It pervades every class of society. Its existence has long been recognized and encouraged in the best schools and colleges in England; as well as in Canada; and the desire expressed by many persons connected with our public schools

to establish prizes in the schools has induced the Chief Superintendent of Education to afford every facility to do so. For this purpose he will grant one hundred per cent. upon all moneys transmitted to him by municipalities or Boards of school trustees, for the purchase of books or reward cards specified in the annexed list, for distribution as prizes in grammar and common schools."

He has sanctioned the system, and has done more than any other man in Canada to introduce it into our Grammar and Common Schools, by making the excellent and liberal arrangement that all monies sent to the Educational Department for prizes shall be doubled. He has introduced them into the Provincial Model Schools. The Masters of the Normal School, both of whom were wont to oppose the whole system, now go heartily in its favor.

5. The late lamented Lord Elgin approved of this system, for when Gov. Gen. in this country he established two prizes for proficiency in Agricultural Chemistry, (one of \$32, the other of \$20,) to be awarded twice a year in our Prov. N. School. All the Teachers in the Central School are in favor of continuing the system. Some of them have given more "Honor Cards" during the past two months than they did during the whole of last year. This they attribute to the expectation of prizes next fall by their pupils.

6. I presume the mead of praise in having the most complete, thorough, and comprehensive system of schools in the world, must be awarded to the City of Boston.—For seventy years the system of prizes has been pursued. To one of her most gifted sons, Dr. Franklin, Boston is indebted for the initiative in this respect. This shrewd observer of nature in man no less than in the laws by which the physical world is governed, willed £100 Stg., the interest of which annually and forever was to be distributed in prizes in shape of silver medals, in the free schools of his native town. The £100 has now, by what means doth not appear, increased to \$1,000. Some fifteen hundred boys have had the honor of being enrolled as "Franklin's Prize Boys." In 1821, the City Medal was instituted for girls, for by an illiberal construction of Dr. Franklin's Will, girls were not allowed to compete for his prizes. The city medal was simply an extension of the plan of the Franklin medal. The same rules govern the distribution of both, and they are of the same intrinsic value. Both were formerly bestowed for the "encouragement of scholarship" alone. More recently meritorious deportment as well as scholarship has been made a condition necessary to entitle a pupil to a reward. For a number of years a difference of opinion prevailed respecting the utility of such medals as prizes. In 1847, the medals were withdrawn, on the ground that they produced so much emulation. In 1848, the medals were restored. In 1845, the Hon. Abbot Lawrence presented to the City of Boston the handsome donation of \$2,000, to found the Lawrence Prizes; at the same time stating, "I beg to present you my thanks for the opportunity afforded me of bearing testimony to the high estimation I have always placed upon all our public schools, and the interest I still entertain for their prosperity. It is my desire that the subjects for prizes be so arranged and distributed as to operate on all classes of the school, the lowest as well as the highest." He desired that a portion of the interest "should be apportioned to the reward of those whose industry and diligent application, manifest a desire to improve, though the least gifted by nature; and also a portion for good conduct in general, embracing moral rectitude and gentlemanlike deportment."

I should mention that the late David Page, M.A., Principal of the Normal School, Albany, in his excellent treatise on the Theory and Practice of Teaching, is entirely opposed to the prize system.

In almost, if not all, the British Universities, this system is patronized. So long have they been established in some of those seats of learning, that, like the freedom of the city of London, the memory of man runneth not to the contrary. Fellowships, scholarships, bursaries, prizes, and premiums seem to have full sway there. And where else are there such institutions and such scholars?

The venerable Lord Brougham, in his inaugural address as President of the Association for the promotion of Social Science, thus refers to the subject of prizes in schools :—

"It would be wrong to pass over the fact of the Scotch system having for more than a century anticipated the important step of late taken in England, of granting substantial advantages to competitive examination. Reference is here made to the general course of advancement by bursaries in the schools, and by exhibitions in the universities, of which there are only a few instances out of Scotland. These benefits extend to all ranks. A distinguished professor in one university had in early years worked at his father's loom. A learned friend of mine, who became Judge in the Supreme Court, owed his education at Oxford to an exhibition from Glasgow College. He was a baronet's son; but the son of a peasant on his estate might have gained the same place at Oxford, and then, instead of being called to the Bar, would probably have gone into the

Church. The mixture of ranks in schools, male and female, has important advantages, both social and political."

A distinguished baronet in England (Sir E. B. Lytton) at a recent school examination in Hertfordshire, thus refers to the influence of prizes in schools: "You, who have this day received prizes justly due to you, continue to cultivate the qualities which will equally ensure prizes in the world. You who have tried for prizes, and this time failed, be consoled when I tell you from my experience, that a failure in the first instance often ensures the greater triumph in the end, because it tests one's pluck, stirs up one's mettle, and makes it a point of honor to succeed at last. And if, which I can scarcely suppose, there be some of you who would not even try for prizes, well, let those boys look well into their own breasts, and if they see there no jealousy, no envy, of those who have received distinction, but, on the contrary, pleasure and pride in the credit reflected on the school they belong to; why, then, they are brave and generous fellows, and, some day or other, bravery and generosity of themselves will obtain a prize in the world. Still, there is a wide difference between envy and emulation. And though you do not grudge others the honors they have won—still, seeing now how those honors are regarded—turn it well in your own minds, if you will not, when school re-opens, try yourselves for honors, which no one will then grudge to you. Do not think, that when we give a prize to a boy who has distinguished himself, it is only his cleverness in some special branch of study that we reward. Perhaps he was not, in that branch of study, so peculiarly clever; perhaps many other boys might have beaten him if they had tried as hard. No! how many noble qualities may have spurred on that boy to try for the prize! Perhaps he had parents whom he loved—some indulgent father, some anxious mother—and he knew that the prize would make them so proud. Perhaps he had already conceived the manly wish for independence; he looked on the future, saw that he had his own way to make in life, that it must be made by merit, and that every credit he won at school would be a help to him in the world. Or, perhaps he was only animated by that desire of distinction which is after all, one of the most elevated sentiments in the human breast; it is that sentiment which inspires the poet and nerves the hero; it was that sentiment which made Nelson see not death but immortality in the terrors of the battle, and cry—"Victory or Westminster Abbey!" it was that sentiment which led the rank and file of the English soldiers up the heights of Alma. They did not hear the roar of the cannon, to whose very jaws they marched on with unflinching tread; they only heard the whisper at their hearts, "And if we do our duty this day, what will they say of us in England?" Ay, and when a boy sits down resolutely to his desk, puts aside all idle pleasures, faces every tedious obstacle—firmly bent upon honorable distinction, it is the same elevating sentiment which whispers to him—"If I succeed, what will they say of me at school?" or a dearer motive still—"What will they say of me at home?"

The late Sir W. Hamilton strongly argued in favor of academical honors, prizes, &c.

"The Gods," says Epicharmus, "sell us everything for toil." Milton says, "Fame is a spear that the clear spirit doth raise." "In learning," says the wisdom of Bacon, the flight will be low and slow without some feathers of ostentation." And Juvenal in his tenth satire, exclaims—

— "Quis enim virtutem amplectitur ipsam Premia si tollas?"

Adam Smith, in his celebrated "Wealth of Nations," thus refers to this subject: "The public can encourage the acquisition of those most essential parts of education by giving small premiums and badges of distinction to the children of the common people who excel in them.

The public can impose upon almost the whole body of the people the necessity of acquiring the most essential parts of education, by obliging every man to undergo an examination or probation in them before he can obtain the freedom in any corporation, or be allowed to set up any trade, either in village or town corporate.

It was in this manner, by facilitating the acquisition of their military and gymnastic exercises, by encouraging it, and even by imposing upon the whole body of the people the necessity of learning those exercises, that the Greek and Roman republics maintained the martial spirit of their respective citizens. They facilitated the acquisition of those exercises by appointing a certain place for learning and practising them, and by granting to certain masters the privilege of teaching in that place. Those masters do not appear to have had either salaries or exclusive privileges of any kind. The reward consisted altogether in what they got from their scholars; and a citizen who had learnt his exercise in the public gymnasia had no sort of legal advantage over one who had learnt them privately, provided the latter had learnt them equally well. Those republics encouraged the acquisition of those exercises by bestowing little premiums and badges of distinction upon those

who excelled in them. To have gained a prize in the Olympic, Isthmian, or Nemean games, gave illustration not only to the person who gained it, but to his whole family and kindred. The obligation which every citizen was under to serve a certain number of years, if called upon, in the armies of the republic, sufficiently imposed the necessity of learning those exercises, without which he could not be fit for that service."

After a careful reconsideration of the whole subject, I do not see any way by which the plan, in reference to the distribution of prizes, I had the honor to submit to the Board in December last, can be improved. Much less can the efficient, thorough and satisfactory manner of conducting the examination adopted by Messrs. Gibson and Sutherland be improved. I would recommend that my own report, the report of the examiners, and the statistics of at least the Grammar School and two or three other Divisions be published in the forthcoming Report.

The origin of prizes in our public schools may be briefly stated. At the Annual Examination, in December, 1862, our Mayor, Robert McElroy, Esq., had it publicly announced, by the Chairman of the Board of School Trustees, that he intended to give aid towards establishing prizes in our public schools. When your Principal called on him for his subscription, he gave \$25, and, what is still better, promised to repeat it as often as he should be called on for that purpose. Our city member, Isaac Buchanan, M.P.P., gave an equal amount; the Hon. S. Mills and Messrs. Kerr, Brown & Co., Adam Brown, W. P. McLaren, R. Juson, D. McInnes and C. J. Forster & Co., made up the sum to \$100. This secured \$200 worth of books at the Educational Depository, Toronto.

Thus, what Benjamin Franklin was to his native town, the founder of prizes in the public schools, Robert McElroy, Esq., Ex-Mayor of Hamilton, is to our city schools. And as in Boston the original \$400, besides paying a handsome annual dividend, has, in seventy years, increased to \$4,000: (Franklin prize \$1,000; City prize \$1,000; Lawrence prize \$2,000), so I doubt not it will be seventy years hence, when our city shall have paid its debt and forgotten it, when its boundaries shall be enlarged on every side, and its teeming population, benefitted by our public schools and blessed by the Giver of all good shall munificently endow and liberally maintain our fountains of knowledge, and handsomely reward mental vigor and moral worth.

All of which is respectfully submitted.

ARCHIBALD MACALLUM,
Principal.

Hamilton, March 3, 1864.

II. Distribution of Prizes, — Mechanics' Institutes.

1. TORONTO MECHANICS' INSTITUTE PRIZES.

On the 11th inst. there was an interesting meeting in the Music Hall on the occasion of the presentation of prizes to the successful competitors at the recent examination of the pupils attending the Mechanics' Institute classes. Dr. Connon, chairman of the class committee, opened the proceedings in a brief and appropriate speech.

The Rev. Dr. Ryerson, being requested to present the prizes, delivered an appropriate speech, adverting in the highest terms to the efforts made by the directors of the Institute, which he considered the best of its kind in the country, to instruct those who were engaged during the day in their ordinary avocations, in special and in every way valuable branches of education. He referred to the time when, a young man himself, he engaged in similar studies, the only difference in his case being that, instead of spending his evenings in a class under a master, he studied by himself, frequently from three to six o'clock in the morning. To the time thus spent between his sixteenth and twentieth years, and the mental training and discipline to which he consequently subjected himself, he attributed much of his success, and, in a very great measure, his destiny in life. The educational institutions of the country could not by any possibility reach the class of persons nor teach the special studies which the directors of this admirable institution sought to reach and to teach; and he thought the influence of such efforts was in the highest degree commendable. The speech of the Rev. Dr. was full of good points and thoughtful suggestions, and was frequently applauded.

Mr. Longman, the Secretary of the Institute, then called upon the platform the successful competitors, from among the pupils of the classes; in all there were fourteen prizes awarded. One interesting feature worthy of particular notice was that of three of the recipients of these honours being ladies. This is an example worthy of being followed by the young ladies of our city, and it is to be hoped in the absence of a superior public day school for ladies the advantages thus afforded by the Institute classes will not be lost sight of. One lady gained the first prize in the mathematical class,

another the second prize in the French class, and a third the second prize in the ornamental drawing class.

In awarding the prizes, Dr. Ryerson commended the successful competitors, as one by one they presented themselves, and in presenting "The Life of Franklin" as one of the prizes, remarked that when but fourteen years of age he had read with the greatest pleasure the life of that truly great man, and in many respects aimed to imitate his example, such as paying a carpenter to teach him carpentry for a space of six months, and substituting a straw for a feather bed in order that he might inure himself to hardships; and many times in after life he had found his experience thus gained of the greatest value to him. After the presentation of the prizes the band of the 16th regiment played a fine selection of music, and afterwards at intervals during the evening. Mr. Edwards then stated that a cheque for one hundred dollars had just been handed to him by the managing director of the Northern Railway, being the third cheque for the same amount presented annually by the directors of that company to assist the Institute in conducting the classes. On behalf of the Institute, Mr. Edwards moved, seconded by Captain Richey, a vote of thanks to Mr. F. W. Cumberland and the directors of the Northern Railway for their timely and handsome present. Mr. Cumberland responded in a brief but happy speech. He said he had many years ago worked to bring the Mechanics' Institute to its present proud position, and he considered that the directors of the company with whom he was associated did not present that amount annually merely for the sake of its money value, but as a duty they owed to an institution labouring so earnestly to benefit the mechanics and working classes. He hoped the Institute would see the propriety of commencing a class in which to teach ladies the art of telegraphing. He felt confident that if they would do so, not only would the Northern Railway Company assist them, but the pupils would meet with prompt and remunerative employment. On behalf of his co-directors, he thanked the meeting for the hearty manner in which they had passed the vote of thanks. Mr. D. George and Miss Wilson, pupils of the French class, stepped upon the platform for the purpose of presenting their teacher, Miss E. Pernet, with a complimentary address and two pieces of plate, a large cake basket and a card basket. On motion of Dr. Connon, Mr. Cumberland was voted to the chair, when it was moved by Dr. Connon, seconded by Mr. Edwards, that the thanks of this meeting be tendered to the Rev. Dr. Ryerson for his kindness in consenting to be present, and the able manner in which he had conducted the proceedings. Dr. Ryerson briefly responded, the band played "God Save the Queen," and one of the pleasantest meetings that has ever taken place in Toronto broke up.—*Leader.*

2. DISTRIBUTION OF PRIZES, MONTREAL.

On the 11th inst. a public examination of the classes of the Mechanics' Institute, took place in the hall of that building. The chair was taken by J. C. Becket, Esq., who opened with a short address. He then announced an address by the Bishop of Montreal, who would afterwards distribute the prizes for the drawing classes. The Bishop said—In distributing these prizes, I shall not attempt to enter largely into any discussion of the nature of your particular studies, such as your architectural drawing, and so forth. I shall especially avoid going into the details of such studies, as I should, thereby, perhaps, only expose my own ignorance, these not being branches that I am deeply learned in. But at the same time, I may express generally my satisfaction at seeing that this school seems to be increasing in value, united with increasing attention and usefulness as regards the pupils, during preceding years, as we have been told by the President of the meeting. Some years ago, when this building was first opened, I was asked to deliver a lecture here, when I particularly noticed the fact that persons like yourselves, connected with the Mechanics' Institute, would enjoy the advantage of classes for instruction, in which they might carry on their studies even after they had entered on the varied business of life. The presumption is, that all you who come here now, being voluntary students, really come for the purpose of making the best use of your time, independent of the positive amount of knowledge you may gain. For you should bear in mind, that if you are really making good use of your time, you are gaining those advantages arising from the improvement of your general faculties by their application to any particular study. There may be some branches of study that draw out the mind more than others, but there can be no branch of study carefully carried out that will not bring its own special advantages to the mind, in enabling it to concentrate itself upon a particular subject, and give the mind a clearness of thought and understanding, and application for any other purpose in after life. There are, no doubt, among all communities, now and then, what we may call master minds, that will distinguish themselves under any difficulties, and overcome any obstacles in

either acquiring knowledge or pushing themselves on in life; but these are the exceptions. The generality of men are those possessed of average abilities, and who cannot be expected to force their way on like those few exceptions I have mentioned. But if there are facilities given for improvement and study, in any way, there are a great many who might be very well qualified to take advantage of them, and profit by them in after life; and especially in a community like this, where there are such openings in life for all of you; it is of very great importance you should not lose such opportunities as are now afforded you in classes of this value. I see here a silver medal, which will be given by and by to one who is considered to have distinguished himself in general proficiency; and I may mention—I hope without any improper allusion to my own early life—that, though it is now nearly half a century ago, I remember, when I was at school, having had a silver medal given to myself. And I now remember perfectly well the satisfaction I experienced at having that little honorary distinction conferred upon me. I treasure it to this day as a memorial of my school days, and I trust that any prizes you may get now will be, in the same way, retained by you hereafter as memorials of your progress, and as a stimulus to the further prosecution of your studies, and not be regarded as a matter of mere gratification at the moment. I shall not take up more of your time by making other remarks, but proceed at once to the distribution of the prizes. (Loud applause.) His Lordship then distributed the prizes. The Chairman then introduced the Hon. T. D. McGee, who came forward and said that it was only in consequence of the absence of Mr. Chamberlain that he was present. Hitherto he had an honorary connection with the institution, but until that evening he had never been with them. He would take the liberty of urging upon the English class the importance of good spelling and laying a proper foundation for a clear and manly style of hand writing. He was in the habit of receiving many hundreds of letters himself, and he thought people often formed opinions of a man by his writing and spelling. There were some fortune-tellers who would predict whether an individual was to be married two or three times, and other circumstances, from a specimen of his caligraphy. Without going so far as this, however, he had no doubt that many a fellow lost his chance in life by inattention to this important point. The presumption was, that where a man wrote a good hand, with bad spelling, he was a careless man, as if he had ability to learn to write well, he ought also to have acquired a knowledge of spelling. As the two stepping-stones to success, every boy not absolutely stupid, ought to acquire a knowledge of spelling and writing. They had seen that night whoever gave support to the institution was laying the foundation of that leading industrial position which was destined to be one of the characteristics of Montreal. The great object was to make the mechanics class capable of undertaking the higher branches of their art. What made some artists more valuable than others? He knew men in New England travel far and wide in search of such men, and even cross the Atlantic in search of them, in order to place them at the head of their establishments. The hon. gentleman then remarked that if the attention of young men could be turned to the higher branches of these pursuits, it would be much better than their going into the over-crowded professions, where, in order to retain a position very little better, it was necessary to keep up certain appearances. He would ask the master mechanics to support the institution in such a manner that in future the pupils of the different classes would fill the whole room. With these few remarks he presented the prizes. Mr. Becket then stated, the drawing class intended to present their teacher with two handsome volumes, at which, he presumed, the whole class were equally delighted. The volumes were the "Imperial Gazetteer." The Chairman then introduced the Hon. J. P. O. Chauveau who said that it only remained for him to congratulate them on the satisfactory nature of the proceedings. The question of the Industrial Schools was that of the day all over Europe. He trusted the beginning made here would be an example to the rest of the country, such schools having been established in France, Belgium and elsewhere. Referring to evening classes, he observed they met the wants of a large class in the community, especially of children who had to spend the day in earning their daily bread, and he thought in this matter the children in cities had the advantage of those in the country. He said that the fact of young men attending evening classes was one of the best certificates they could have. A large proportion of them got on in the world, of which there were many examples known in other countries, which show that if a man was determined to get on he could do so. Knowledge acquired under difficulties was more prized. As example was better than argument, he would relate an instance. The hon. gentleman then related an instance of a young man who came to Quebec, being unable to either read or write, and attended evening class. At the time of the war of 1812 he entered into a trade and realized a small fortune. In gratitude for his success, he established a public school,

and died worth £40,000. The grandson of that man was sent to college and taught all sorts of things, but he was sorry to say, after all, would not leave so much money behind him. (Cheers.)

THE EDUCATIONAL FEATURES OF THE MECHANICS' INSTITUTE EXHIBITION.

In the first room off the side hall is an extensive collection of drawing models of crystals and glass, microscopes, barometers, &c., the walls being covered with philosophical and other diagrams. The articles in this room are, as a matter of course, a study in themselves, and hours might be profitably spent in viewing the numerous objects of interest. Here may be seen the piece of steel in its rough state, and the progressive stages shown until the useful steel pen is manufactured; and so also with the tiny little needle, exhibited in all its various stages of manufacture. The next, or front south-western room, is occupied with philosophical apparatus, embracing air-pumps, electrical machines, globes, &c., all of which are manufactured in Toronto. One interesting feature here is a large globe, probably the largest in Canada—being in the first stage uncovered; the second stage covered, and the third the finished state. In this room are also a variety of raised maps, showing the elevation of countries and mountains. This is considered the most approved method of teaching the physical features in geographical science in schools, giving the pupil a definite idea of the surface of countries, their hills and valleys, and mountains, seas and rivers. The walls of the room are entirely covered with maps, prepared by the Educational Department, and engraved in the city, the paper on which they are printed having been made in this province. We noticed a very elaborate map, embracing the whole of British North America from Vancouver's Island to Newfoundland. In this map is a comparative sketch of British America and the United States, reaching across the ocean to the British Isles; and showing the advantage of the Canadian route over that of the route taken by the line of steamers from New York. Their respective routes on the ocean are marked by lines, showing that the Canadian is about 1,000 miles shorter than the American route. This map was prepared by the Deputy Superintendent of Education, Mr. Hodgins, and Dr. May. The latter gentleman attends at intervals and experiments in pneumatics and magnetism. The third room is magnificently fitted up with philosophical apparatus, imported from England, France, Germany, and the United States. One observable feature in this room is a beautiful collection of minerals and fossils from Nova Scotia and New Brunswick. There is also a splendid equatorial telescope to be seen here, probably the largest in Canada, and so nicely mounted that a child can easily move it to any desired position. It is about eight feet long, and is highly finished; the lens being about five inches in diameter. The walls of this room are also covered with imported philosophical diagrams. Here may be observed a miniature collection of manufactured products, manufactures patronised by Her Majesty for the use of her royal children, embracing minerals, vegetables, and animal substances. All these articles are also from the Educational Department. Two long tables at the south end of the hall are well filled with curiosities, ancient and modern, and invite inspection. A large and valuable collection of coins may be seen here, together with ancient books and manuscripts. An old religious pamphlet, published in the year 1807 by the venerable Bishop Strachan, and dedicated to two law-students, who subsequently made a name in this city, and have long since passed off the stage of action, are among the relics to be seen in this line. The printing forms a strange contrast with the description of work done in this city at the present day.

Mr. Charles Lindsay, of the *Leader*, contributes two volumes of Canadian Letters in manuscript, written in French, and extending over the first twenty-five years of last century; also, in the same language, two Histories of Canada, one by Gabriel Lagard, published in 1636, a copy of which was sold in Quebec at the price of \$120, and the other, entitled "Histoire de Nouvelle France," by Lescarbot, published in 1618, and dedicated to the most Christian King of France and Navarre, Louis XIII. This is the oldest history of Canada extant. In the same collection are two French charts of Canada, or "Nouvelle France," published respectively in the years 1643 and 1703. The first, as might be expected from the early date (1614) of some of the explorations therein noted, contains a number of glaring inaccuracies. Montreal is placed within about thirty miles of Boston, and Lake Champlain is a long distance west of its real position. The situation of the Ottawa and Lake Huron are pretty correct, but the latter is connected with Lake Ontario by a winding river, and Lake Erie has no existence whatever. The fact is, Champlain had ascended the Ottawa ostensibly for the purpose of pushing through to China, passed over to Lake Huron, explored the shores and inlets of this body of water, and returning by the route by which he came, had merely filled up

the connection between Huron and Ontario from his own imagination. A third chart gives the relative position and extent of Louisiana in the year 1718, when it was a colony of France, and included several of the Southern States, as well as the one that now bears that name.

The Educational Department also exhibited some rare old books, viz., "Relation de * * * Nouvelle France," in the year 1640-1; "Purchas, his Pilgrimage," London, 1614; "Second Part of the French Academie," London, 1618; "Ball's Answer to John Case," London, 1642; Antwerp edition of "Sallust," 4to., 1648; "Alexandri (Magistri) Grammatica Latina," small 4to., in Gothic letter, 1495; "Confession of Faith in New England," 1680; "Public Charity," by Rev. Dr. Bray, 1700; Colden's "History of the Five Nation Indians," second edition, 1701; Potheries' "Nouvelle France," 1721-2; Maseres' "Collection of Commissions and other documents relating to the Province of Quebec," 1772; "Military Pocket Atlas of North America," 1776; "Hearne's Journey to the Northern Ocean," 1777; "Journal of the House of Assembly of Lower Canada," 1792; "Quebec Gazette," 1802; "Upper Canada Gazette," 1826, &c.

To the antiquarian the exhibition presents a variety of objects of considerable interest, which are well worthy a minute examination and careful study. Not the least among these is a large collection of rare and ancient coins and medals. Mr. Marling contributes a small but valuable collection, including those current in England as far back as the time of William and Mary; French of the time of Louis XVI.; and Sardinian of the period of Charles Albert. A medal of Martin Luther's time, struck at Wittenburg, in 1517, and representing on one side a scene in which the illustrious reformer is represented as taking a prominent part, and the great seal of Spain, are prominent specimens. But this and the adjoining collections in the same case are almost too fresh, clean, legible, and free from rust to attract the serious attention of the genuine student of antiquity. The extensive and varied collection of Mr. John Terry, however, are deserving of special notice. In a long, glass case neatly mounted and classified according to their date and denomination, we had upwards of five hundred copper and bronze coins and medals, and over eighty of silver. These include not only the coins of the various countries of the old and new world current in our day, but British and Roman money of many ancient dates. The oldest that we noticed, on a hasty glance, were two copper pieces dated 999 and 1258. Mr. W. H. Sheppard, stonemason, of this city shows a very pretty and somewhat unique sundial, cut out of white marble and mounted on a pedestal of freestone. The dial presents the concave surface of a portion of a hollow sphere marked off in latitudinal lines. From the centre rises a small sphere supported on an axis at a slight inclination from a perpendicular. The shadow on the dial shows the solar time, sun's declination, place in the Zodiac, time of rising and setting, and the illuminated portion of its surface. Lieutenant Ridout also shows a collection of records taken at Cawnpore upon the arrival of General Havelock's force on the 16th of July, 1857, two days after the massacre. The papers were taken in the residence of Nana Sahib, and relate to the internal administration of the rebel forces. It is said they were of great service to the British generals, who were not slow in putting to the best advantage the information obtained by the finding of the documents. Some of these papers are supposed to be in the Nana's own handwriting. We now turn to our own iron duke, when Marquis of Wellesley, and take much pleasure in glancing over an autograph despatch of his, dated Cadiz, 1813, referring to one of the battles of the French general, Soult. The despatch is couched in modest language, very unlike the bombastic effusions of some generals at present endeavoring to suppress a little rebellion south of the lakes. There is another autograph letter from Viscount Lafayette, dated Paris, May 12th, 1785. This is also well worth a perusal. There is also a Bible exhibited which was printed in 1559; another in 1610; and a third in 1631, showing the immense trouble taken in the days of the reformation in compiling and printing the Word of Life. We next take a look at a copy of the *York Gazette*, dated June 25, 1808, being No. 5, volume 18. This little sheet, which is not much larger than a half sheet of the *Evening Leader*, really attempted to give the news of the day, including extracts from foreign newspapers. It also contains a proclamation of George the Third, signed by Wm. Jarvis, Secretary; also a list of appointments made by the Lieut. Governor. It also contains a story headed "Very like a Whale." It relates to an account of the captain of a ship off the coast of St. John's, which was being drawn through the water by an invisible power at the rate of sixteen knots an hour, and only ceased when the captain cut the cable, which was hanging in the sea, and let loose a huge whale which had got entangled in it, and was thus hauling the ship away. On one of the evenings Dr. May illuminated the hall—the largest room in the city—with the electric light, which is brilliant beyond

description. The light from the gas-burners had more the appearance of tallow candles than what they really were. As many of our readers are doubtless unacquainted with the nature of this light, we may give a brief description of it. It is produced by a galvanic current from a very powerful Grove's battery, being connected with an improved electric lamp. This lamp is so constructed that the charcoal points regulate themselves. It is fitted up with clock-work, which is kept in motion by the current of electricity, forming an electric self-adjusting magnet. The improvement in this lamp is that the light can be continued for several hours without intermission. As we have seen the electric light exhibited in Toronto before, it only lasted a few minutes. We may therefore consider this first attempt of Dr. May to illuminate a large room by one light a perfect success. The light was a soft, subdued one; and yet so exceedingly brilliant that small specks could be easily discerned on the lofty ceiling of the Music Hall. The apparatus belongs to the educational department, to whom great credit is due for the importation of all the modern improved philosophical instruments, as well as for their kindness in affording facilities to the public to examine them. At one time during the evening, while Dr. May was burning a small piece of magnesium wire in one of the rooms occupied by the educational department, the audience rushed in, thinking it was the electric light, and next to the electric light, it certainly is the brightest we have ever seen. This evening the electric light will be again exhibited, and a number of philosophical experiments performed. In consequence of the experiments performed and the beautiful microscopic objects displayed, the educational department rooms are still the centre of attraction, as well as the amusements derived from seeing many of the visitors experiencing galvanic shocks.—*Leader.*

(From the Toronto Globe.)

The contribution from the Educational Department for Upper Canada occupies the ante-rooms. There is here a very fine display of school-room maps, philosophical charts, apparatus, globes, &c. In the first room we notice, on our entrance, a large glass case which contains an interesting collection of articles intended for teaching from objects, a very important branch of education under our present school system. Amongst these are cards, illustrating the manufacture of pins, needles, steel pens, paper, &c. Here the pen may be seen as a rough piece of metal, and traced through its various stages until the beautifully finished pen is produced. We also notice cards of miniature tools used in the various trades, and metals grouped together to illustrate that important branch of manufacture, the metals being exhibited both in their crude and manufactured state. In the same glass-case are drawing models, consisting of fruit, models of crystals made of glass, &c. In the same room there is a very large electrical machine, with a quantity of apparatus for experiments in electricity, &c.; also, the actual improved galvanometer which was used by Professor Tyndall in his lectures before the Royal Institution of Great Britain. On the walls of the room are standard and other barometers, and some splendid botanical, zoological, astronomical, and other charts. The second, or middle room contains maps, globes, and philosophical apparatus, manufactured in Canada, and as the public generally have no idea that this department construct patterns and pay to the Toronto manufacturers several thousands of dollars per annum, we shall enumerate some of the articles manufactured. The walls of the rooms are covered with school-room maps, lithographed in Toronto by Chewett & Co. In appearance they equal those of any publisher we have ever seen, and in point of accuracy they are superior to most maps, for they contain all the recent discoveries and alterations in the boundaries of the different countries. The maps of Africa are very complete, containing all the recent explorations of Livingston, Burton, Speke, Kraff and other recent travellers. There is also a very large map of the whole of British North America, in which the counties of our Provinces are so distinctly marked that it must prove a most excellent aid to the teacher. On this map is a comparative sketch of the British Isles and America, showing the importance of the Canadian route of steamers over that of New York; by the lines laid down we observe that the distance to be traversed on the ocean is over 1,000 miles more from the United States than it is from Canada. This map was constructed and prepared for the lithographer by J. G. Hodgins, Esq., Deputy Superintendent of Education for Upper Canada, and Dr. May. All the other maps were drawn and compiled by these gentlemen. The same room contains globes from 1½ inches to 30 inches in diameter. The department exhibits these very large globes in different stages, showing the rough covered and finished globes. The balls for these globes are made by Mr. A. F. Potter, Romain Buildings, and are so well balanced that the slightest touch will move them to the required place. In pneumatics, electricity, &c., the instruments manufactured in Toronto are

equal in point of finish to those of England or the United States, and embrace every modern improvement. The planetariums and tellureans are superior to any instruments of this kind we have ever seen in Canada, the latter instrument being moved by a series of brass wheels instead of the old plan of the cord and wheel, which was continually getting out of order. There is also a frame containing samples of merit cards prepared by the department, and printed in colours by Chewett & Co. These are intended to introduce a just and equitable distribution of prizes in our Grammar and Common Schools. The third room is fitted up with apparatus, &c., imported from England, France, Germany, and the United States, and contains those instruments which are required for the more delicate manipulations, and not in general use in our schools. There is a very fine equatorial telescope in this room, probably the largest in Canada; also a collection of minerals and fossils from Nova Scotia and New Brunswick. The walls of this room are covered with drawing models, maps, charts, &c., and have a very fine appearance. These rooms attract a great deal of attention from the variety of articles exhibited, and to make them more attractive, as well as to show their utility, experiments are frequently performed here by Dr. May.

III. Papers on Practical Education.

1. PRIMARY READING.

It may be safely assumed that of all the problems in education the most important are those which relate to principles and methods in the primary school; for there the elements of our riper knowledge are obtained, and what is of greater moment, mental habits are formed which shape the intellectual labour of the whole life. Hence it is that we do but ill, nay, we subvert the fundamental law in education, when we leave the care and culture of the little ones to mere tyros in the art of instruction, or to such as having been subjected to the more searching ordeal we apply in our "better schools," have failed, and are dismissed from them to take up as a last resort the work of primary instruction, with the sage reflection on their part, and (alas that the demon is not yet exorcised), the careless assent on the part of employers and parents, "that any one will do well enough for such little children." Heaven, forgive them, and bring them to a better mind.

So long as the senses continue to be the avenues to the soul, so long a part of the means for intellectual culture will be mechanical. Let us not mistake, however, in supposing that it is merely mechanical; for the intelligence of the child is, or should be, one factor—the inner sense should answer to the outer. In the manner of reading, this law is of paramount importance, and we were not far from the truth to say that the process of learning to read is in some sense an important end, and not a mere means. Let us see what it involves. We learn to read for two purposes; 1st, that we may avail ourselves of the thoughts of others expressed in written language; 2nd, that by due oral expression we may communicate to others what is written. The last necessarily involves culture of voice, and intelligence in the first, and is what is termed the art of elocution. The first we shall see is of vastly more moment than has hitherto been esteemed, and does not consist merely in naming or thinking words at sight, but in such an intelligent act of the mind that those words become symbols, which in union express and excite intelligent thought. The mental process in primary reading is, then, within the limit of the child's intelligence, precisely the same as in the case of an adult; and any method of instruction which ignores an intelligent understanding of *what* is read, is radically false and vicious.

The point of commencement is therefore not with abstract forms and names, to be followed by combining them in meaningless syllables by painful spelling—as *b'a, ble, bli*, etc., nor in an attempt to master elemental sounds, as in the "phonic method," equally abstract, and to the untutored child, absurd; but to make the exercises accord with the law of his mind and his method of thought.

We have before referred briefly to the plan to be pursued in the first steps. We urged that the lessons should commence with words, the names of common things—that the child should be led to recognize the word at sight, to compose it with letter cards, to form it upon his slate, and that its spelling, and the analysis of the sounds of which it is composed, should come afterwards. Commence first with noun words, follow with adjectives, then combine and make phrases. Teach the words *is, are, and, the*, etc., and as a new word is learned, use it in composing new sentences. There will thus be imparted a life and meaning to what the child reads, in most marked contrast with that senseless drawing of mere sounds under the old regime.

As the lessons progress, let the same intelligence be observed, and the reading will be all along natural and inspiring. Choose, as the

pupil advances, such lessons, and such only, as he either does understand, or may be made to understand, and let inflection, emphasis, rhetorical pause, etc., be naturally developed out of the proper expression of the thought, in which the child may be aided by carefully observing and imitating the teacher.

In practice, it will be found in most, if not all schools, that pupils who have made any advance have taken on bad habits of expression, and read words regardless of the thought they contain. To remedy these evils will require much skill and patience on the part of the teacher, but their removal is the first essential to success. We close this paper with a few suggestions.

The "sounds of the letters" are best taught by requiring the pupil to pronounce accurately and distinctly common words which contain the sounds or combination of sounds desired. A careful analysis of the word will reveal the specific sound, and the pupil may then practise it separately. We are persuaded that time is sometimes wasted in going through the "table of sounds" in the abstract, without any careful discrimination of where they are to be used. The ability to give proper sounds in the right place is the test of success.

If a pupil drawl or read in a sluggish, monotonous manner, let the teacher repeat a sentence or clause that has just been read, calling the attention of the pupil to its meaning, and lead him to repeat it with vivacity. Seek to make the book disappear as much as possible, and bring out the thought. We need not particularize; the judicious teacher will adopt such expedients as each particular case may require.

A rapid, indistinct utterance requires that the pupil have frequent exercise in pronouncing words singly, and even in measured time, coupled with free breathing, and whatever means will give self-possession and deliberateness.

See that whatever is read is thoroughly understood. Better a single sentence thoroughly and correctly read than several pages droned over.

Omit pieces of questionable utility, whether on account of the sentiments they contain, or of faulty construction, or because presenting elocutionary difficulties for which the pupil's previous training has not prepared him.

Read "with the spirit and with the understanding also."—*New York Teacher*.

2. THREE RULES FOR GOOD READING.

First—Finish each word. I use the phrase in the sense of a watch-maker or jeweller. The difference between two articles, which at a little look much the same, all lies in the finish. Each wheel in a watch must be thoroughly finished; and so each word in a sentence must be most completely and carefully pronounced. This will make reading both pleasant and audible. Careful pronunciation is more important than noise. Some time ago I heard a person make a speech in a large hall; he spoke distinctly, and I heard every word; unfortunately, he became warm in his subject, and spoke loudly and energetically, and immediately his speech became an inarticulate noise. Secondly—Do not drop the voice at the end of a sentence. Simple as this rule may seem, it is one most necessary to enforce. If the whole of a sentence be audible except the conclusion, the passage read becomes discontinuous, a series of intelligible portions interspersed with blanks. Confusion, of necessity, attaches to the whole. Thirdly—Always read from a full chest. The reading voice should always be a complete *voce di petto*; and the chest, which is truly the wind-chest of the human organ, should never be exhausted. This is as important for the speaker as the hearers, and for the hearers as for the speaker. The voice is delivered with ease, and becomes agreeable. Singers know well the importance, indeed the necessity, of taking breath at proper places. The same thing is important for reading, in a large building where attention to this matter is indispensable.—*The Dean of Ely, in the Englishman's Magazine*.

3. THE WORDS WE USE.

Be simple, unaffected; be honest in your speaking and writing. Never use a long word where a short one will do. Call a spade a spade, not a well known oblong instrument of manual industry; let home be a home, not a residence; a place a place, not a locality, and so of the rest. Where a short word will do, you always lose by using a long one. You lose in clearness, you lose in honest expression of your meaning; and in the estimation of all men who are competent to judge, you lose in reputation for ability.

The only true way to shine even in this false world, is to be modest and unassuming. Falsehood may be a very thick crust, but in the course of time truth will find a place to break through.

Elegance of language may not be in the power of all of us, but simplicity and straightforwardness are.

Write much as you would speak; speak as you think. If with your inferior, speak no coarser than usual; if your superior, speak no finer. Be what you say, and within the rules of prudence, say what you are. Avoid all oddity of expression. No one ever was a gainer by singularity of words, or of pronunciation. The truly wise man will so speak that no one will observe how he speaks. A man may show great knowledge of chemistry by carrying about bladders of strange gases to breathe, but he will enjoy better health, and find more time for business, who lives on common air.

When I hear a person use a queer expression, or pronounce a name in reading differently from his neighbour, the habit always goes down, minus sign before it; it stands on the side of deficit, not of credit. Avoid, likewise, all slang words. There is no greater nuisance in society than a talker of slang. It is only fit (when innocent, which it seldom is) for raw school boys and one term freshmen to astonish their sisters with. Talk as sensible men talk; use the easiest words in their commonest meaning. Let the sense conveyed, not the vehicle in which it is conveyed, be your subject of attention.

Once more: avoid in conversation all singularity of accuracy. One of the bores of society is the bore who is always setting you right; who, when you report from the paper that 10,000 men fell in some battle, tells you that it was 9,999; who when you describe your walk as two miles out and back, assures you that it lacked half a furlong of it. Truth does not consist in minute accuracy of detail, but in conveying a right impression; and there are vague ways of speaking that are truer than strict fact would be. When the Psalmist said "Rivers of waters run down mine eyes, because men keep not thy law," he did not state the fact, but he stated a truth deeper than fact, and also truer.—*New York Teacher*.

IV. Papers on Physical Geography.

1. IMPORTANT GEOGRAPHICAL DISCOVERY IN SOUTH AMERICA.

The Peruvian Government have been successful in opening a route for direct steam communication between their rich mountains and the eastern coast of South America. A steamer drawing seven feet of water, sent to explore the great river Amazon, has found it navigable from one end to the other, having ascended the Amazon 2,100 miles, and 600 miles more of the Ucayli and Pachia rivers, which had never before been navigated except by Indian canoes, to Mayro, about three hundred miles from Lima. The important fact has thus been ascertained that vessels have been able to penetrate that great continent to the foot of the Andes, and thus to connect the Atlantic and Pacific oceans through a new country of wonderful fertility.

2. LONGEVITY GEOGRAPHICALLY CONSIDERED.

Some interesting statistics as to geographical contribution of health and disease have been published. According to these the chances of longevity are greatly in favour of the more northerly latitudes. Near the top of the scale are Norway, Sweden and parts of England. Of cities, Vienna stands the lowest, and the highest is London. A cool or cold climate near the sea is the most favorable for longevity. While formerly one out of every thirty of the population of England, France, and Germany died in each year, now the average is one in forty-five. The chances of life in England have nearly doubled within eight years.

3. OUTLETS OF LAKES.

The question much agitated among the physical geographers of England, whether a lake can have two outlets, has been decided in the affirmative. Many examples in British North America are cited in proof, as the Trout Lake, the Prairie Portage, the Q'Appelle, and the Backfat. The Jasper Lake in the Rocky Mountains has an outlet into Hudson's Bay, and also into the Pacific.

V. Papers on Railways and Commerce.

1. RAILWAYS IN THE UNITED KINGDOM.

The total working expenses of the railways of England and Wales for 1863 was \$63,298,090; of the railways in Scotland \$8,036,020; and of the Irish railways \$3,752,060. The length of lines at the end of the year 1863 was 12,322 miles showing an increase since the close of 1862 of 771 miles. The gross receipts of

all these railways for the carriage of Coal, Coke, and minerals, amounted in 1863 to \$27,098,335; being for England and Wales \$22,522,170; Scotland \$4,425,400; Ireland \$150,765. There are now in the British Islands three hundred and seventy-five district railway companies, who own eleven thousand five hundred miles of road. They carry above eighty million passengers yearly, and above thirty million tons of merchandise and minerals. They give employment to probably not less than two hundred thousand persons. The number of locomotives owned by the railway companies of the United Kingdom at the close of 1863 was 6,643. At the close of 1862, the corresponding number was 6,398.

2. THE QUEEN ON RAILWAY ACCIDENTS.

The Queen with her natural kindness of heart is concerned at the large number of accidents which have taken place on railway lines centring in London, and has written a letter addressed to the directors of those companies. Her Majesty's remarks will apply with almost equal force to railways in this country. It may be that some of the deplorable accidents happening in this country are the result of carelessness, and it behoves the managers of railways and those in charge of the running of trains to use the utmost caution and diligence. Particular at this season of the year, and for the next three months is extra care absolutely necessary. The number of track-men should be increased, and made to keep a sharp lookout for broken rails. The Queen's letter is as follows:—

"Sir Charles Phipps has received the commands of Her Majesty the Queen to call the attention of the directors of the _____ to the increasing number of accidents which have lately occurred upon different lines of railroad, and to express Her Majesty's warmest hope that the directors of the _____ will carefully consider every means of guarding against these misfortunes, which are not at all the necessary accompaniments of railway travelling.

"It is not for her own safety that the Queen has wished to provide in thus calling the attention of the company to the late disasters. Her Majesty is aware that when she travels extraordinary precautions are taken; but it is on account of her family, of those travelling upon her service, and of her people generally, that she expresses the hope that the same security may be insured for all as is so carefully provided for herself.

"The Queen hopes it is unnecessary for her to recall to the recollection of the railway directors the heavy responsibility which they have assumed since they have succeeded in securing the monopoly of the means of travelling of almost the entire population of the country. Osborne, Dec. 27, 1864."

3. RAILWAYS IN INDIA.

There are at present ten railways in India either opened for a portion of their whole distance or in process of construction, and some of these have branch lines. Two lines, the Scinde (114 miles) and the Eastern Bengal (115 miles), are finished their whole length. The total length of line now opened for traffic is 2,687½ miles, and 2,100 miles yet remain to be constructed before the system, as far as sanctioned, will be completed.

4. RAILWAYS IN ITALY.

The lines of the new South Italian Railway Company are fourteen in number, their combined length being 853½ miles.—*Journal of the Board of Arts and Manufactures for U. C.*

5. RAILWAYS IN CUBA AND SOUTH AMERICA.

In Cuba upwards of 500 miles of railway are open; in Brazil 400 miles are open or in course of construction; in Chili 425 miles; in Peru 40 miles; in Venezuela 53 miles; and in New Granada 50 miles.

6. COMMERCE OF JERUSALEM.

The British Consul in his last report, says that Jerusalem is the least commercial and industrial city he knows. The fact of his report may be summed up as follows:—

British trade is represented by one English tradesman, who keeps a store for English upholstery, drapery and fancy goods. The population of the city is computed at 15,000, rather more than half of them Jews, the rest Moslems and Christians. The chief native industry is the manufacture of soap and "Jerusalem ware," this latter consisting of chaplets, crucifix, beads, crosses, and the like, made for the most part at Bethlehem, and sold to the pilgrims, who annually flock to the Holy City to the number of 6,000. The

population of the entire Sanjak, or province is estimated at 200,000, of whom 160,000, are Mahomedans. Owing to the absence of good roads and the insecurity arising from tribes of Bedouins inhabiting the outskirts of the district, but who could easily be kept in check, vast and fertile plains lie waste or are but partially and poorly cultivated; factories are not to be met with, and no mines are worked though it is believed that sulphur, bitumen, and rock salt abound on the shores of the Red Sea. The principal if not the only import from England are cotton goods, and some colonials, but the former have much diminished since the cotton crisis—it is calculated that 300 bales of these goods of the value of £16,000, annually find their way here. The exports are olive oil and grain. Very little is done in cotton culture, what is raised being of inferior quality and consumed on the spot; but it is believed that in many parts of the country cotton, to a very large extent, might be successfully cultivated, with good seed and proper instruction and implements given to the peasantry. The vegetable produce is barely sufficient for local requirements. Jaffa is the port through which Jerusalem deals with foreign countries. The trade of Jaffa experienced an increase in 1863; the quantity of cotton exported rose from 55,000 lbs. in 1862 to nearly ten times the amount in 1863, with a prospect of this again being trebled or quadrupled in 1864. This was owing to the interest exercised. The merchants who operated in cotton made a profit of about 25 per cent. There are regular lines of French, Austrian and Russian steamers, all doing well, and very often large quantities of goods have been left behind for want of room; but only one English steamer visited Jaffa in 1863. The exports exceeded £200,000; of the imports no statistics are kept. The consul reports a telegraphic line in course of formation by the Government between Beyrout and Jaffa, thence to be carried on to Alexandria.

7. THE NAVY OF ENGLAND.

The official return of the number, name, tonnage, armament, and horse-power of steamers and sailing ships, composing the British Navy, published on the 1st of January, 1865, under the authority of the Admiralty, states that the total strength of the navy of England numbers 765 ships of all classes, exclusive of which there are now building at various dock-yards, 28 others, which will mount from 1 to 81 guns each, and many of which are far advanced towards completion. Of the above number of vessels 350 line-of-battle ships, frigates, corvettes, sloops, &c., are ready to put to sea at a short notice, exclusive of about 100 gun-boats. The number at present in commission and doing duty in various parts of the globe amounts to 224, besides 48 gunboats; and there are also in commission 48 coast-guard cruisers, and 38 watch-vessels. The above total may be summarized thus: 342 effective line-of-battle ships, frigates, corvettes, sloops, &c., mounting from 1 to 131 guns each; 114 screw gunboats, from 200 to 270 tons each; 108 sailing ships, many of which are in commission; 115 employed in harbour service as receiving ships, hospital ships, powder depots, coal depots, &c.; 48 coast-guard cruisers, and 38 coast-guard watch-vessels.

VI. Papers on Natural History, &c.

1. THE VEGETABLES THAT WE USE.

It was the belief of some among the ancients, that man had received from the gods, the seeds of the grains, and of the various other plants which he cultivates as sources of food. In after ages the origin of these plants was no better known, and it was long before it was discovered that they might still be found growing in a wild state. Even in Humboldt's time ignorance prevailed on this important subject. In an essay published in 1807, he says, "The country in which originated the vegetables most useful to man is a secret as impenetrable as the first dwelling place of our domestic animals." Since this time, however, geographical and botanical researches have made rapid progress; a large proportion of the most commonly cultivated vegetables have been found growing spontaneously, and it is agreed by the best naturalists that all these plants have most probably descended from some wild form. This inquiry is of importance, because it has a direct bearing on those questions as to the "origin of species" as to the amount of variability of which species are susceptible, and the causes by which that variability is produced.

Concerning the history of our common kitchen-garden plants, we find some interesting particulars in a paper published in the last number of the *Canadian Naturalist*. The vegetable first considered is

THE POTATO.

This plant belongs to the natural order Solanaceae, and is closely

related to the tobacco plant, belladonna, henbane, nightshade, and other poisonous narcotics. In it, however, the poisonous qualities are confined to the parts above ground, including any of the tubes which may be exposed to the light in growing. It is a native of South America, and is still found wild in the mountainous regions of Chili, Peru, and Buenos Ayres. It has also been found in Mexico and in the Southern States; but was probably introduced there by the first Spanish settlers. Samples brought from the Carolinas were first grown by Sir Walter Raleigh, in the South of Ireland in 1586. In that country, where both soil and climate are favorable to its growth, it rapidly came into favor; but in England, Scotland and France a prejudice long existed against it owing to the poisonous nature of the other plants of the same order, and for a century and a half it was only cultivated in flower gardens. Even in 1725, the few potato plants in the gardens about Edinburgh were left in the same spot from year to year. In 1728, however, Thomas Prentice, a Scotch day-laborer, in Stirlingshire, began to cultivate this plant for food, and sold to his neighbors what he did not require for his own use. They bought willingly, and he soon made a small fortune, and lived for 64 years a happy witness to the effects of the blessing which he had been instrumental in conferring upon the country. In England the potato was taken into favor much earlier, and its field culture rapidly extended as its excellent qualities became known. A strange objection was at first made by some who denied the lawfulness of eating potatoes because the plant was not mentioned in the Bible. In France it was not until a time of scarcity during the Revolution that its culture became general.

THE PARSNIP.

This plant belongs to the natural order Umbelliferae, and is closely related to the carrot, celery and parsley. It is a native of Britain and of other parts of Europe, and is most plentiful on dry banks, or on a chalky soil. It seems to have been early reclaimed from a wild state, for Pliny tells us that parsnips were cultivated on the banks of the Rhine, and were brought from thence to supply the tables of the Roman Emperors. It is one of the hardest plants in the kitchen-garden, as it remains uninjured in the severest weather. The wild parsnip, if grown for two or three years in rich garden soil, acquires all the characters of the cultivated form, and if the garden plant escapes into uncultivated ground, it speedily reverts to its originally wild and degenerate condition. It is consumed in large quantities in Catholic countries, being used with the salt fish eaten during Lent.

THE CELERY.

This plant is a hardy biennial. It has been found wild in various parts of Europe, in the Southern Hemisphere, and in California. Wild celery grows by the side of ditches near the sea, where the water is brackish. It is rank, coarse and suspicious in its appearance, but by cultivation it is transformed into one of the sweetest and most wholesome of our esculents. It appears to have been first cultivated in Italy, as the name is of Italian origin. It was formerly called *Ache* in England, which is in fact, its true English name. When these plants grow in moist ground, the narcotic principle prevails, and they are poisonous. This is part of the difference between the wild plant and the cultivated, which grows best in a rich, well drained soil. The process of excluding the light, by covering the stems with earth, also tends to render the poison, peculiar to the wild plant, inert.

THE CABBAGE.

The cabbage, horse-raddish, cress, mustard, turnip, &c., all belong to the natural order of Cruciferae. The cabbage is found on the sea coast in various parts of Europe. In spring it may be gathered and eaten, and it was no doubt resorted to as food by the early inhabitants of Britain. There is no plant which has produced by cultivation a greater number of varieties than this one. The opinion is generally entertained by naturalists that the white and red cabbage, savoy, borecoles, cauliflower and brocoli, have all originally sprung from the wild cabbage of the sea coast. The word is derived from the Latin *caput* a head through the French *cabus*. The red cabbage was known to the Romans. In Britain the cabbage was probably first grown by the Saxons, with whom it was such a favorite, that they called the second month of the year *Sprout-kale*. The cauliflower was first brought from Cyprus, about the beginning of the 17th century. It was a favorite saying of the great lexicographer, Dr. Johnson, "Of all the flowers of the garden, I like the cauliflower the best!" A sentiment worthy of that learned epicure. The varieties of the cabbage illustrate in the most striking manner the changes which are produced in species by cultivation, and the permanence of some varieties.

THE TURNIP.

This plant is found wild all over Europe. Among the varieties produced by long cultivation are the common turnip, the Swedish turnip which was first cultivated in England in 1781, but which has

long been known in Sweden and Germany, and another important variety which is largely cultivated in France and other countries. This last is valued for the oil contained in its seeds, which under the name of Colza oil is used for lamps, giving a very brilliant light.—*Witness.*

2. THE GEOGRAPHY OF PERFUMES.

Of the different countries from which we draw materials for making perfumes, we learn that the south of France yields the most bountifully the sweetest of all flowers—the rose, jessamine, and orange; and that Nice, so famous for its lengthy hotel bills and querulous old maids, is also especially celebrated for its violets; Italy gives us bergamot, orange, and lemon; Turkey, the far-famed attar of roses; India supplies cassia, cloves, sandal-wood, and patchouli; and China, the much abused, yet "indispensable," musk. Our own county yields but little to the perfumers' stills—lavender and peppermint are all we have to boast of. Our flowers are beautiful both in form and colour, but they do not possess that intensity of odour required for extraction; in fine, our damp climate is inimical, and the damp is answerable for our short-comings.—*The Queen.*

3. INSECTS AS A FOOD.

In Africa they eat ants stewed in butter. In Sweden they distil them with rye, to give a peculiar flavor to brandy. Pressed ants' eggs yield a mixture resembling chocolate with milk, of which the chemical composition resembles that of ordinary milk. The large termites, or white ants, which are so destructive to houses and furniture, are roasted by the Africans in iron pots, and eaten by the handfuls as sugar-plums. They are said to be very nourishing, and taste like sugared cream or sweet almond paste. As for locusts, "the Africans," says Dr. Phipson, "far from dreading their invasions, look upon a dense cloud of locusts as we should upon so much bread and butter in the air. They smoke them, or boil them, or salt them, or stew them, or grind them down as corn, and get fat on them."

4. THE ANGEL LIFE.

I was at a school examination a few days ago, and when a class stood up to read, the teacher selected a lesson in the Fourth Book, descriptive of the proceedings of the ichneumon-fly. This fly is provided with a sort of sting; and, seeing a caterpillar, she pierces him and leaves some of her eggs in his flesh, where they hatch into little worms. The most wonderful part of this proceeding is, that the caterpillar does not die, but goes on feeding and creeping about as before!

You have often heard that caterpillars, if no accident befall them, will become butterflies. And some good little boys I know, are very careful not to hurt the poor little caterpillars. They want to see as many butterflies as possible next year; and they know that for every caterpillar they kill, there would be one butterfly less. If I find a caterpillar in the house, (for he doesn't know I would rather not have him there, and so he comes in without invitation,) I carry him carefully out, and put him among the grass. You may ask "Where is the butterfly about him?" Ah, it's there somewhere! There's butterfly about him, or else he would never become a butterfly. Look at a grain of wheat. Where is the stalk and the leaf? It is there! You see that little knob near one end. That is the *germ*. Well, if you could unroll that little germ, you would find the stalk and leaves and ear of wheat all there, rolled up! And so with the caterpillar. He has butterfly-wings, all folded up, inside of his homely coat! But now happens a sad thing with the poor caterpillar which this fly has stung. He never comes out in butterfly shape the next spring, like the others! The *germ* of his butterfly-life has been destroyed by these little grubs. So ants destroy the germ of the wheat grains they store up for winter use, that they may not sprout and grow. The wheat seems as round and pretty as ever, but if it were sown, it would never grow. The little stalk and leaf, so beautifully rolled up in the germ, are gone. So with the caterpillar; the little butterfly hidden in his body, is killed; and when he dies, he never lives again.

Now, a good man, Archbishop Whately, thinking over this strange fact, tells us to mark how like sin were these grubs, and how like the caterpillars were we, when sin becomes deeply seated within us. The Fourth Book does not say anything of this, and so I could not help telling it to the class who were reading. Every little child has Angel wings all folded up within him, and he may hope one day to spread them in the heavenly air, and begin his Angel life. But he who allows sin to eat out his Angel life, will have no wings to spread! We cannot always tell when the wings

are gone; but I think the person generally knows it himself. But I have known children who were sure *their wings were safe*. They seemed as if they felt them fluttering. They loved Christ so much, that they wished to fly home to him, if it were only his will to let them! Sometimes they get their wings much sooner than we parents wish! Dear little friends, are you sure your wings are safe?—*Canadian Quarterly Review*.

5. "WE SHALL BE CHANGED."

STORY OF THE WORM.

On one of our autumn days, during what we call our Indian summer, when the beaver and musk-rat do their last work on their winter homes, when the birds seem to be getting ready to wing themselves away to milder climates, when the sun spreads a warm haze over all the fields, a little child went out into his father's home-lot. There he saw a little worm creeping towards a small bush. It was a rough, red, and ugly-looking thing. But he crept slowly and patiently along, as if he felt he was a poor, unsightly creature.

"Little worm," said the child, "where are you going?"

"I am going to that little bush yonder, and there I am going to weave my shroud and die. Nobody will be sorry, and that will be the end of me."

"No, no, little worm! My father says that you won't *always* die. He says you will be '*changed*,' though I don't know what that means."

"Neither do I," says the worm. "But I know, for I feel that I am dying, and I must hasten and get ready; so good-bye, little child! We shall never meet again!"

The worm moves on, climbs up the bush and there weaves a sort of shroud all around himself. There it hangs on the bush, and the little creature dies. The child goes home and forgets all about it. The cold winter comes, and there hangs the worm, frozen through and through, all dead and buried. Will it ever "live again?" Will it ever be changed? Who would think it?

The storms, the snows, and the cold of winter go past. The warm, bright spring returns. The buds swell, the bee begins to hum, and the grass to grow green and beautiful.

The little child walks out again, with his father, and says:

"Father, on that little bush hangs the nest or house of a poor little worm. It must be dead now. But you said, one day, that such worms would 'be changed.' What did you mean? I don't see any change?"

"I will show you in a few days," says the father.

He then carefully cuts off the small limb on which the worm hangs, and carries it home. It looks like a little brown ball, or cone, about as large as a robin's egg. The father hangs it up in the warm window of the south room, where the sun may shine on it. The child wonders what it all means! Sure enough, in a few days, hanging in the warm sun, the little tomb begins to swell, and then it bursts open, and out it comes, *not* the poor, unsightly worm that was buried in it, but a beautiful butterfly! How it spreads out its gorgeous wings! The little child comes into the room, and claps his hands, and cries—

"Oh! it is changed! it is changed! The worm is '*changed*' into a beautiful butterfly! Oh, father, how could it be done!"

"I don't know, my child. I only know that the power of God did it. And here you see how and why we believe his promise, that we all shall be raised from the dead! The Bible says, it does not yet appear what we shall be; but we shall be '*changed*.' And we know that God, who can change that poor little worm into that beautiful creature—no more to creep on the ground—can change us, our '*vile bodies*,' and make them like Christ's own glorious body." Does my little boy understand me?"

"Yes, father."—*Rev. Dr. Todd in S. S. Times.*

VII. Biographical Sketches.

No. 26.—VISCOUNT LORD COMBERMERE.

Field Marshal Viscount Stapleton Cotton, K. C. B., whose death is announced in the late English papers, was probably the oldest General in the world. He was born in 1773, and was therefore ninety-three years of age when he died. He was educated at the Westminster school, and entered the army seventy-five years ago, when he was eighteen years of age. He served with great distinction in India, under Lord Cornwallis and the Duke of Wellington, then General Wellesley. At the battles of Bhurtpore and Mallavelly his good conduct secured his promotion. When Wellington was appointed to the command of the Peninsular Army he selected

young Cotton for the command of a cavalry division, and he was second in command at the battle of Salamanca. He participated in all the great battles and sieges of the Peninsular war, and at its close in 1814, received the thanks of Parliament, and was raised to the peerage, with the title of Baron Combermere, and a good pension to support his dignity. He was promoted to a Viscounty in 1826. After the fall of Napoleon, Viscount Combermere was appointed to the chief command of the British army in the East and West Indies, and also held the position of Governor of Barbadoes. He held numerous positions of honor and trust. Besides being Field Marshal, he was Constable of the Tower of London, Colonel of the Life Guards, and wore several orders of merit from his own and foreign governments. Viscount Combermere, besides being a brave man and a good General, had the advantage of being the representative of an old family which was seated in the family estates before the Norman conquest.

No. 27.—RICHARD COBDEN, ESQ.

For some time previous to his death, on the 2nd of April, Mr. Cobden had been in delicate health. He was born at Dunford near Middlehurst, in the county of Essex, England, in the year 1804. He was, consequently, at the time of his decease, about 61 years of age. His father, who was a small farmer, died when he was very young, and his uncle, a warehouseman in London, took charge of the son. After having been employed with his uncle for a time, he became a commercial traveller, and as such traversed a good portion of his native country. He visited Greece, Turkey and Egypt in 1834, and the United States in 1835. About this time he became a partner in a cotton-printing establishment near Manchester, and by his energy and ability aided to build up a highly successful business. Early in life he began to take an interest in political affairs, and was a warm participant in the agitation which preceded the passage of the Reform Bill. In 1837 he was a candidate for the representation of Stockport, but was defeated. During that year and the following he travelled a good deal upon the continent, and it is said, returned a decided free-trader. It is probably more correct to say that he returned with his previously-adopted free-trade principles confirmed. In 1839, the rejection of the motion for the repeal of the tax gave fresh impetus to the agitation for the repeal. The famous Anti-Corn Law League was then established. Mr. Cobden took a leading part in the formation of that league, and in the agitation which it carried on. In 1841 he was again a candidate for Stockport, and was elected—commencing his Parliamentary career in the first year of Sir Robert Peel's second Administration. By his thorough acquaintance with all questions of commerce, and by his clear logical style of speaking, Mr. Cobden soon placed himself in the front rank of the opponents of the protective system. He devoted much attention to the anti-corn-law agitation, speaking not only in Parliament but also in various parts of the country in favour of free trade in breadstuffs. Immense opposition was encountered from those who clung to protectionist theories, and from the landed and agricultural interest, which selfishly thought itself entitled to a premium for supplying the people with bread. But the labours of Mr. Cobden and his colleagues of the League in time produced their effect upon public opinion. Sir Robert Peel saw that the time for a change had come, gave up his opposition to the repeal of the corn laws, and assisted in carrying a measure effacing that purpose. This bill received the royal sanction on the 26th June, 1846, and has revolutionized the trade and commerce not only of England, but of a large portion of the civilized world. A suitable pecuniary acknowledgement, in the shape of a public subscription, amounting to about £70,000, was shortly afterwards presented to Mr. Cobden. In 1846-7, he was elected for two constituencies, his old one of Stockport and the West Riding of York. He decided to sit for the larger county rather than for the borough. He was re-elected for the West Riding in 1852. Having always been a member of the peace party, he condemned the conduct of the British Government in taking part in the war against Russia. As that war was heartily sustained by the British nation, Mr. Cobden sacrificed for a time much of his popularity by his opposition to it. In 1857, he voted for the resolution censuring Lord Palmerston for entering upon the war with China, a step which caused his constituents to reject him at the next election, which immediately followed. He was a few years after elected for Rochdale, which constituency he represented at the time of his death. Mr. Cobden was never a minister. A few years ago he was entrusted with the duty of negotiating a commercial treaty with the Government of France, and succeeded in his mission—indoctrinating the Emperor of the French with his free trade principles—and in securing to the people of France the benefits of more enlightened commercial regulations. How well his labours on that occasion were appreciated may be judged from the fact that his death is mourned in Paris almost as much as in England. When

his death was known, the Paris journals published highly eulogistic sketches of his career, and one journal draped its columns in mourning for him. The mark of respect thus conveyed is the greater that Mr. Cobden's official status was simply that of member of Parliament. Mr. Cobden was a self-taught man, but by means of extensive reading and travelling and close study, he was well taught. His abilities were not so much of a brilliant, as of a practical character. In converting England to free trade, Mr. Cobden accomplished a greater social revolution than any other man of his age. Not only did he work a commercial and social revolution in Britain, but in France and all other countries directly or indirectly affected by the change in British policy—and those countries include a very large portion of the world.—*Toronto Globe*.

No. 28.—MR. JOHN CASSELL.

Another of our "self-made" men died on the same day as his friend Mr. Cobden—John Cassell, the publisher, whose name has been carried into the four corners of the earth by the popular literature of which he was the originator. He was a man of great commercial enterprise, not also without ambition to be of use in helping forward what he esteemed as great ideas. In early life he left the blacksmith's anvil to advocate total abstinence, and he can claim the credit of having been very successful. He embarked a small capital, obtained by his marriage, in trade, and from humble beginnings, he rose to be one of the greatest publishers in London. Only the other day his firm, Cassell, Potter and Galpin, published the Emperor's Life of Caesar, for which it is said they paid £20,000 as purchasers of the copyright.

No. 29.—MR. DAVID STOW.

The recent death of Mr. David Stow, whose indefatigable labours at Glasgow have made his name memorable far beyond the borders of his own country, will be felt by many a teacher, as the loss of a personal friend. Let it not be forgotten, when his great services to the cause of education are recalled, that he began his career by opening a Sabbath school in the Saltmarket; and that finding the labours of the one day vitiated by the indolence of the rest of the week, he was led on, step by step, from this point to the wider work which engrossed his life.—*Sunday School Teachers' Magazine*.

No. 30.—MRS. RICHARD LOVELL EDGEWORTH.

The Mrs. Edgeworth, whose death is announced in the late English papers, at the advanced age of ninety-seven years, was the widow of the eccentric and versatile Richard Lovell Edgeworth, who flourished at the close of the last and the commencement of the present century. Mrs. Edgeworth was the fourth wife of Mr. Edgeworth, whom she married in 1798—nearly three score and ten years ago. He had then nine children. Maria Edgeworth, the celebrated novelist, was one year older than her charming step-mother, and produced an exquisite word picture of her grace and attainments, calling this marriage the greatest of all the blessings conferred by her father upon his family. Mrs. Edgeworth lived on the family establishment at Edgeworthstown until her death, tenderly cared for by her children and grand-children, and retaining her warmth of feeling and beautiful powers undimmed to the end. Her last illness was brief, but it was the longest she had known in a lifetime that only wanted three years of completing a century. She suddenly lost her powers of speech ten days before her death while conversing on standard English poetry, and gradually sank, full of years and surrounded by love, to an honored grave.

No. 31.—THE DUKE DE MORNY.

By the steamer *Australasian* we learn of the death of Charles Auguste Louis Joseph de Morny, Duke of the Empire of France, and reputed half brother of the Emperor. The Duke was born on the 23rd of October, 1811, and was, consequently, in his fifty-fourth year. He has always been regarded as the son of Queen Hortense and the Count de Flahault. Count de Morny, of the Isle of France, adopted him, and received 800,000 francs for according his name and patronage to the young offshoot of royalty. He was educated at one of the Military Academies of Paris, and served with distinction in Algeria, where he was wounded. He saved the life of his commanding officer, and was rewarded with the Legion of Honor. Queen Hortense, on her death in 1837, left him 40,000 francs, and he then became a speculator and financier, first making his appearance in the speculative world as a manufacturer of beet-root sugar. In the *coup d'état* of December, 1851, he was the right-hand man of his half brother. He held the office of Minister

of the Interior until 1852, and was afterwards chosen a member of the *corps législatif*, over which he presided until his death. The courtesy of his manner, and elegance and grace of his conversation, won for him friends everywhere.—*Hamilton Spectator*.

32. GENERAL A. P. HILL.

In the death of General Hill the Confederacy has lost one of its very ablest officers, ranking in the same class with Lee, Johnston and Longstreet. Indeed many in the South have regarded him as second only to Lee himself in military skill and genius. He was born in Culpepper, Va., in the year 1828, entered West Point from that State in 1842, and graduated later in the same class with Gen. Burnside. On the first of July, 1847, he was brevetted a Second Lieutenant of the First Artillery. In 1851 he was promoted to Lieutenant, and afterwards assigned to the coast survey. On the 1st March 1861 he resigned his commission, and entered the rebel service as Colonel of the Third Virginia Infantry. During the month of June he commanded a brigade near Romney, West Virginia, and after the battle of Williamsburgh was made a Brigadier. From that time till the present he has occupied a most prominent position, participating in all of Lee's campaigns, and invariably with much credit to himself. Serving with Stonewall Jackson, in whose class he was at West Point, his name has always been associated with that dead hero, who was much indebted to him for many of his brilliant successes. When Jackson suddenly hurled his column of forty thousand men upon McClellan's right wing, near Mechanicsville, it was Hill who led the advance. During the sanguinary engagements of the following six days, he particularly distinguished himself, and was promoted to the full rank of Major-General. When Jackson was detached by Lee, prior to the battle of Antietam to surround Harper's Ferry, he again gave the advance to Hill, who agreed with Colonel Miles upon the terms of capitulation, and first entered the place. Those of the beleaguered garrison who were stationed near the outer fortifications, will remember the commotion which General Hill occasioned, as he rode down from Bolivar into the village, followed by his staff. He was much better dressed than Jackson, wore his star upon his short coat collar, and sat erect upon his horse, holding the rein in one hand, and with the other frequently curling his long and elegant moustache. He proceeded down the village, and located his head-quarters at the building next to the one in which Colonel Miles was dying.

His conduct toward the captured garrison and civilians was much more considerate than that of most other rebel officers in similar circumstances. After the death of Jackson, Lee relied mainly upon Hill and Longstreet for the successful execution of his orders. When the latter was wounded in the Wilderness battles, Hill was the only reliable General left to the rebel commander, and during the engagements which followed he was invariably assigned to the most important positions. His death will add to the gloom which now enshrouds the Confederacy.—*N. Y. Commercial Advertiser*.

No. 33.—RIGHT REV. W. H. DELANCEY, D.D., L.L.D.

William Heathcote DeLancey, D.D., LL.D., D.C.L., an American Episcopal divine, Bishop of the Diocese of Western New York, was born in Westminister county, New York, Oct. 8, 1797. He was graduated at Yale College in 1817, studied theology under the direction of Bishop Hobart, and received deacon's orders in 1819. Ordained to the priesthood in Trinity Church, New York, in 1822, he soon after became personal assistant of the venerable Bishop White of Philadelphia, in the three churches of which that prelate was rector, and in the succeeding year he was unanimously elected one of the regular assistant ministers of those churches. He was annually chosen secretary of the Diocesan Convention of Pennsylvania from 1823 till 1830, and was secretary of the House of Bishops in the General Convention of the Episcopal Church of the United States from 1823 till 1829. Upon the reorganization of the University of Pennsylvania in 1828, he was chosen provost of that institution, and thereupon resigned his pastoral charge. He remained provost five years, and then resumed the office of assistant minister of St. Peter's church. In 1838 the Diocese of New York, comprising the whole State, was divided, the eastern portion retaining the old name, and at the Primary Convention of the new Diocese, held at Geneva, Nov. 1, 1838, Dr. DeLancey was chosen its first Bishop, and he was consecrated May 9, 1839. He removed to Geneva, the seat of the Diocesan College, now called the Hobart Free College, which was chiefly indebted to his efficient efforts for its support. He also instituted a system of Diocesan Missions, by which a corps of laborers unusually large in proportion to the population and wealth of the Diocese have been sustained to the present time, without incurring debt. In 1840, by his recommendation a fund for the relief of infirm and aged clergy of the Diocese was estab-

lished, which, besides accomplishing its object, has accumulated a fund of about \$5,000. His sermon on the office of Bishop, preached Dec. 29, 1842, at the consecration of Dr. Eastburn as Bishop of Massachusetts, was widely circulated and esteemed. In 1846, at a meeting of the trustees of the General Theological Seminary of New York city, he made a proposition for the dissolution of that school as a general institution of the church, with a view of counteracting the distrust and hostility of which it was the object, and also of preparing the way for the realization of his own scheme of Diocesan schools. Though this measure was not adopted, in 1855 he brought forward his plan for a Diocesan "training school," to be supported by a charity foundation, and to afford the requisite education to all persons qualified and disposed to enter upon the work of the ministry. In 1852 he visited England as a delegate from the Episcopal Bishops of the United States. Under the care and supervision of Bishop DeLancey, the Diocese of Western New York has acquired the title of "The Model Diocese." It is the prevailing sentiment, both of clergy and laity, that in the Providence of God, the deceased was raised up to do precisely the work which has been done, and for which he was peculiarly fitted; and that now, in his successor, Bishop Coxe, there is, by the same Providence, raised up another, possessing in a high degree, the qualifications necessary to enable him to carry on prosperously the work, which, at the summons of death, Bishop DeLancey has laid aside.—*Churchman*.

No. 34.—LEWIS BURWELL, ESQ.

Died suddenly, at his residence in Brantford, on the 20th ult., Lewis Burwell, Esq., P.L.S., aged 71 years. Deceased was born in Bertie, in the Niagara District, and was for many years a useful member of the Wesleyan Methodist church, being a local preacher in that body for a number of years. Having resided in Brantford nearly 40 years, and followed his profession as Surveyor, Draftsman, and Conveyancer, the public will sustain a loss which will not be easily replaced. Mr. Burwell surveyed the town and township of Brantford, and many of the adjoining townships west.—He was a faithful adherent to the Crown of Great Britain, being a true lover of his Queen and country, and was a thoroughly consistent loyal man. Mr. B. was a son of an old U. E. Loyalist, and was brother of the late Colonel Burwell and brother of Colonel John Burwell, of Port Burwell, and uncle of Leonidas Burwell, M.P.P., for East Elgin.—*Brantford Courier*.—[The deceased was well known in Simcoe, and by his urbanity and gentlemanly bearing had endeared himself to all who had the pleasure and privilege of his friendship. His loss, as our contemporary justly remarks, will long be felt, and we desire to express our sympathy with those who are more immediately bereaved by his sudden exit to his eternal home.—*Norfolk Messenger*.

VIII. Miscellaneous.

1. THE CHILDREN'S HOUR.

Between the dark and the daylight,
When the night is beginning to lower,
Comes a pause in the day's occupations,
That is known as the Children's Hour.

I hear in the chamber above me
The patter of little feet,
The sound of a door that is opened,
And voices soft and sweet.

From my study I see in the lamplight,
Descending the broad hall stair,
Grave Alice, and laughing Allegra,
And Edith with golden hair.

A whisper, and then a silence:
Yet I know by their merry eyes
They are plotting and planning together
To take me by surprise.

A sudden rush from the stairway,
A sudden raid from the hall!
By the three doors left unguarded
They enter my castle wall!

They climb up into my turret
O'er the arms and back of my chair;
If I try to escape they surround me;
They seem to be everywhere.

They almost devour me with kisses,
Their arms about me entwine
Till I think of the Bishop of Bingen
In his mouse Tower on the Rhine.

Do you think O blue-eyed banditti,
Because you have scaled the wall
Such an old moustache as I am
Is not a match for you all?

I have you fast in my fortress,
And will not let you depart,
But put you down into the dungeon
In the round tower of my heart.

And there will I keep you forever,
Yes, forever and a day,
Till the walls shall crumble to ruin,
And moulder in dust away!

2. THE QUEEN AS A SCRIPTURAL READER.

The picture by M. Gourlay Steel, R. S. A., painted for a Newcastle publisher, representing the Queen reading the Scriptures at the bedside of an aged fisherman, is at present on view in Mr. Hills Gallery, Princes Street. We had the opportunity of seeing the picture some time ago in the artist's studio, and noticing the ability and success with which the incident is commemorated by him on the canvas. The story now well known was originally told at a meeting of the Army Scripture Reader's Society by the Rev. H. Hullcat, one of the chaplains of Aldershot. It is as follows:—"The incumbent of Osborne had occasion to visit an aged parishoner. Upon his arrival at the cottage as he entered the door where the invalid was, he saw sitting by the bedside, a lady in deep mourning reading the Word of God. He was about to retire, when the lady remarked, "Pray remain. I should not wish the the invalid to lose the comfort which a clergyman might afford." The lady retired, and the clergyman found lying on the bed a book with texts of Scripture adapted to the sick; and he found that out of that book portions of Scripture had been read by the lady in black. That lady was the Queen of England." This beautiful incident in the widowed life of the Royal lady speaks more than volumes of eulogy.—*Edinburgh Courant*.

3. THE QUEEN ON THE EMPLOYMENT OF WOMEN.

Some time ago a beautifully executed address, the work of the pupils of the Queen's Institute, Dublin, was presented to her Majesty, who has now been graciously pleased to convey her approval of this specimen of educated labour in the following letter to Lord Talbot de Malahide, the vice-president of the Queen's Institute, by whom it was presented to her Majesty at Windsor:—"Windsor Castle, March 7th, 1865. My dear Lord Talbot,—The Queen has commanded me to assure you of the pleasure with which she has learned, from the address which you have presented to her Majesty, the increased success of the Queen's Institute for the Training and Employment of Educated Women. There could be no object more in harmony with the feelings of her Majesty than to provide employment, such as is peculiarly suited to them, for those women whose early education has qualified them to cultivate other fields of action than those usually open to female industry; nor is it less desirable that such instruction should be available for those that are younger as may contribute to extend as widely as possibly the limits of profitable and honourable exertion. The Queen was much pleased to remark the peculiarly appropriate mode that had been adopted of proving to her Majesty that talent and ability were not wanting (where a fitting opening could be found), by the very beautiful and tasteful illustrations and adornments of the address presented to her. The illuminations, the water-colour views, and the embroidery were all much admired by her Majesty. Believe me, very sincerely yours, C. B. PHIPPS."

4. A FAMILY SCENE AT ST. CLOUD.

The Empress was close before us on the upper terrace, which is connected with her apartments by a light iron bridge. This bridge was entirely concealed by a wild vine, whose splendid dark red leaves were the sole thing that reminded us of autumn. The terrace was still covered with the gayest flowers, and orange and pomegranate flowers stood in the open air. In the centre, near a perfect mound of flowers the Empress was seated in one of those pretty wire-work chairs, which are elegantly made in Paris; in front of her lay, on a similar table, a book and some needlework in a plain basket. The

face of the exalted lady was sickly and pale; the noble profile which appears so classical in marble busts of the Empress was still the same and so was the full hair; But in the features there was a sorrow, and the pallor was almost painful to look on. A cheerful contrast was afforded by the youthful Prince; he was playing with a snow-white dog, which impudently leaped on the lap of the Empress! What does a dog know of the etiquette of a court? The Prince is a remarkably handsome boy, tall and well grown for his age, with curly hair, a round fresh face with clever eyes, and very like one of Raphael's angels: at the same time his manner is admirable, and there is grace in all his movements. He wore the trousers of the corporal's uniform, and over them a blouse, pale yellow with blue embroidery, which became him well. In the background sat two ladies in one of whom I recognized Madame Bruat, "Governante des Enfants de France." At this moment the Emperor slowly crossed the iron bridge; an old white-haired gentleman accompanied him, Mocquard, the chief of his cabinet. The Emperor said a couple of words to him and then dismissed him with a kindly wave of the hand. Mocquard, after making a deep bow, disappeared. The little Prince ran to meet his father, and the dog barked at the Emperor most improperly. The latter raised his son from the ground, kissed him on the forehead, then took his hand, and walked with him up to his mother. The Empress rose, and the couple walked along the flower beds in conversation, with the Prince behind them. The Emperor was in civilian dress with hat and gloves and the traditional lilac paletot—a fashion which the King of Holland left him on his visit. The Emperor looked remarkably stout; his face was as usual dark and stern, and the heavy moustache rendered it still sterner. Still he seemed to be in good spirits. He often laid his hand on the Prince's curly head, and pointed to several of the flower pots as if telling him the names of the plants. The Empress soon seated herself at her former seat; the Emperor took a chair by her side, and took a portfolio, in which he wrote, though without interrupting his conversation with the Empress. The prince was very busy with his mother's workbasket, and listened the while to his parents' conversation. The little Prince suddenly addresses a question to his father, who shakes his head in refusal, but the boy leaps on his knee and begs and coaxes, and at last draws his mother into the embraces. At length the Emperor appears to give way and consent; the Prince leaps about merrily, the lapdog comes to life again too, and the old gentleman with the white hair appears again in the *allee*, and begins bowing, long before their Majesties notice him. M. Mocquard announces that the ministers are assembled, and awaiting the Emperor. His Majesty rises, kisses his son, and seems to repeat his promise; then he offers the Empress his arm, and escorts her over the bridge to her apartments. The Prince remains on the terrace with the two other ladies and the lapdog, when M. Mocquard disappears again on the side *allee*. On the same day I read the following notice in an evening paper—"The Emperor came this afternoon from St. Cloud to Paris in order to inspect the new Boulevard du Prince Eugene. He was in a light open phaeton, and drove himself. The Prince Imperial was seated by his side; the first time he has accompanied His Majesty on such a drive. The carriage was without escort—there were only two footmen behind. His Majesty was received with loud shouts on all the boulevards, and the public were delighted with the pleasant salutes which the little Prince offered on all sides." It was this, then, the little Prince had asked and coaxed from his father—a trip with papa—and not as usual, in the large four-horse stage-coach, surrounded by clattering dragoons and galloping aides-de-camp.—*Bentley's Miscellany*.

5. ANECDOTE OF NAPOLEON III.

A story is told in Paris that is creditable to the Emperor. It is said that, riding one day in the streets, he nearly rode over a little boy, and pulling up suddenly, and ascertaining that he was not hurt, asked him good-naturedly if he would like to see the Emperor. "No," replied the child, "for my father says he is a scoundrel!" "Indeed," said the Emperor, "I'm sorry to hear that, but I think your father cannot be much of a judge." "Oh; yes!" said the boy, "he is a senator;" upon which one of the Emperor's train asked his name, but was peremptorily interrupted by his master, who declined to hear it, and rode on. What a different world would this be were all to follow the example of the Emperor in this case!

6. ORIGIN OF FAMILIAR QUOTATIONS.

"It is an ill wind turns none to good," usually quoted. "It's an ill wind that blows no one any good."—Thomas Tasser, 1580.

"Christmas comes but once a year."—*Ibid*.

"Look ere thou leap."—*Ibid*.

"Look before you ere you leap"—very commonly quoted, "Look before you leap."—Hudibras.

"Out of mind as soon as out of sight"—usually quoted, "Out of sight out of mind."—Lord Brooke.

"What though the field is lost, all is not lost."—Milton.

"Awake, arise, or be forever fallen."—*Ibid*.

"Necessity, the tyrant's plea."—*Ibid*.

"That old man, eloquent."—*Ibid*.

"Peace hath her victories."—*Ibid*.

"Though this may be play to you, 'tis death to us."—Roger L'Estrange, 1704.

"All cry and no wool"—not little wool.—Hudibras.

"Count their chickens ere (not before) they're hatched."—*Ibid*.

"Through thick and thin."—Dryden.

"When Greeks joined Greeks, then was the tug of war"—usually

quoted, "When Greek meets Greek, then comes the tug of war."—Nathaniel Lee, 1692.

"Of the two evils, I have chosen the least."—Prior.

"Richard is himself again."—Colley Cibber.

"Classic ground."—Addison.

"As clear as a whistle."—Byron, 1763.

"A good hater."—Johnsoniana.

"A fellow feeling makes one (not us) wondrous kind."—John Home, 1808.

"My name is Norval."—*Ibid*.

"Ask me no questions, and I'll tell you no fibs"—not LIES.—Goldsmith.

"Not much the worse for wear"—not NONE the worse.—Cowper.

"What will Mrs. Grundy say?"—Thomas Morton.

"No pent up Utica contracts our powers."—Sewell.

"Hath given hostages to fortune."—Bacon.

"His (God's) image cut in ebony."—Thomas Fuller.

"Wise and masterly inactivity."—McIntosh, in 1791, though usually attributed to Randolph.

"First in war, first in peace, and first in the hearts of his fellow citizens"—not COUNTRYMEN.—Resolutions presented to House of Representatives, December, 1799, prepared by Gen. Henry Lee.

"Millions for defence, but not one cent for tribute."—Charles C. Pinckney.

"The Almighty Dollar."—Washington Irving.

"As good as a play."—King Charles, when in Parliament attending the discussion of Lord Ross' Divorce Bill.

"Selling a bargain"—is in Love's Labor Lost.

"Fast and loose."—*Ibid*.

"Pumping a man."—Otteway's Venice Preserved.

"Go snacks."—Pope's Prologue to Satires.

"In the wrong box."—Fox's Martyrs.

"Smelling of the lamp"—is to be found in Plutarch, and is there attributed to Pythias.

"A little bird told me"—comes from Ecclesiastes, x, 20—"For a bird of the air shall carry the voice, and that which hath wings shall tell the matter."

"He that fights and runs away,
May live to fight another day."

These lines, usually ascribed to Hudibras, are really much older. They are to be found in a book published in 1656. The same idea is, however, expressed in a couplet published in 1542, while one of the few fragments of Meander, the Greek writer, that have been preserved, embodies the same idea in a single line. The couplet in Hudibras is:

"For those that fly may fight again,
Which he can never do that's slain."

"Hell is paved with good intentions," though found in Johnson and Herbert, was obviously in their day a proverbial expression. Walter Scott ascribes it to "some stern old divine."

"There's a good time coming"—is an expression used by Sir Walter Scott in Rob Roy, and has doubtless, for a long time, been a familiar saying in Scotland.

7. VALUE OF TEACHERS' ASSOCIATION.

Mr. W. J. Byam, in transmitting for insertion in the *Pictou North American* an account of the Teachers' Association lately held in that town, thus refers to the value of teachers' associations amongst teachers. These associations when there is a harmonious exertion, serve to incite a healthy influence. They are peculiarly adapted to the diffusion of the best plans of instruction. Rightly conducted they can never fail of being useful. They cultivate a fellow-feeling among the Teachers, and it affords them an opportunity to exchange thoughts on most of the difficulties which they meet in the Schools and the best method of surmounting them. As far as possible these meetings should be made strictly practical. In these meetings, it seems to me nothing ostentatious—nothing far fetched is what we want—but rather the modes and experience of practical men. We need to come down to the School-room to every-day business of the Teacher and thus prepare him to do his work more successfully on his return to his duties. Another and no inconsiderable advantage of such Associations is that the Teacher

gains encouragement and strength by being thus brought in contact with others engaged in the same pursuit. Toiling on alone in his isolated district, surrounded by obstacles and discouragements, weighed down by care, and finding none to sympathize with him he is almost ready to faint in his course and perhaps to abandon his calling. But after attending an Association, he feels that a noble brotherhood of kindred spirits are laboring in the same field under trials and discouragements similar to those which have oppressed him. He derives new strength from the sympathy of his friends. A professional feeling is engendered which will accompany him to his School-room; and when he goes home it is with renewed vigor and fresh aspirations to be a better man and a better Teacher.*

IX. Educational Intelligence.

— ANNUAL MEETING OF THE TEACHERS' ASSOCIATION FOR UPPER CANADA.

—The fifth annual Convention of the Teachers' Association of Canada West, will be held in the Temperance Hall, Toronto, on Tuesday, the 1st of August next, and continue in session four days. The attention of teachers, superintendents, &c., is respectfully directed to the circular accompanying this number, containing full particulars of the matters to be brought before the Convention; and trustees are respectfully requested to forward the circular to the teacher of the section as soon as it comes to hand.

— PUBLIC COMPETITIVE EXAMINATION OF THE SCHOOLS IN EAST OXFORD.

—Some time ago a few of the spirited teachers of the township, suggested to their representative councillors the propriety of having a public competitive examination of all the schools in the township, and at the same time requested an apportionment of money for the purpose of procuring prizes for those who should, on trial, prove to be the most deserving and successful pupils. The councillors, with a readiness which bespeaks their intelligence, promptly granted a sum of twenty-five dollars for that purpose. Books to double that amount were accordingly obtained from the education office in Toronto. Thursday last, the 20th inst., was the day appointed for this intellectual tournament. On entering the Town Hall the appearance of so many bright eyes and smiling faces certainly shewed that something was up with the young folks; and we had not long to wait till they shewed us what entertainment they had in store for visitors. The business commenced by the appointment of Mr. Edward Topping as Chairman, and was kept up until after six o'clock in the evening. Prizes (over 80) were then distributed to the successful candidates, and an hour later the whole business of the day had terminated. The examiners being men of practical experience in teaching, the public may believe when we say that the examinations were close and searching, and bespeak great intelligence and application on the part of both teachers and pupils. We hesitate not to say that those schools are conducted on the most approved modes of teaching, and that the teachers are men of untiring energy—on no other supposition could the pupils have presented such a creditable appearance as they did; and we would sincerely wish that every school section in Canada were furnished with such excellent teachers as these. Teachers and pupils, we believe, had a like reason to be satisfied with the result of the day's proceedings, and we sincerely trust that the competitive examinations, so auspiciously begun, will be kept up; and that every township in the country will imitate so laudable an example.—*Woodstock Times.*

—SUNDAY SCHOOL TEACHER'S CONVENTION.—On the 20th ult. the Toronto Sunday School Teachers' Convention was held in the Temperance Hall, Temperance street, that commodious edifice having been crowded with an intelligent audience. Mr. S. H. Blake took the chair and commenced the evening's proceedings by giving out a hymn. The Rev. Dr. Caldwell engaged in prayer, at the conclusion of which the chairman delivered a very interesting address upon the management of Sunday schools, in which he gave useful hints as to the training and preparations of teachers, the better to fit them for the important and responsible duty of instructing those who might, in the providence of God, be placed from time to time under their charge. Mr. Blake then spoke at some length and with considerable force upon the subject—"Our aim—the Salvation of the precious Souls of our Scholars." Mr. Clark followed in an appropriate address on the subject—"How can we, as Sabbath School Teachers, better qualify ourselves for the work?" Mr. Kimball examined a class of

ten scholars, five boys and five girls, selected from five Sunday schools, upon a lesson—the 9th chapter of St. John—in a masterly and satisfactory manner. The questions were freely and correctly answered although Mr. Kimball had not previously instructed the pupils in the lesson, which had merely been given them to study. At the conclusion of this exercise Mr. Lauder, Superintendent of the Queen street Wesleyan Methodist School, delivered a very pleasing address upon the subject—"What are the relations of the Sabbath School to the Church?" A hymn was then sung, the Rev. Mr. Marling pronounced the benediction, and the company separated.—*Leader.*

—PARIS SCHOOL PRESENTATION.—The young Ladies of the Classical Department, having heard that Mr. Anderson was about to vacate for a period of three months, the situation he has held during the last five years, as Teacher in the Union School, determined that previous to his departure, they would present him with a token of their high appreciation of his unwearied and faithful exertions on their behalf. Accordingly, they presented him with a handsome Photographic Album and an address. Having received no intimation of the intention of the pupils, Mr. Anderson found some difficulty in making a suitable reply.—*Paris Star.*

—QUEBEC SEMINARY.—A fire broke out at one o'clock on Saturday morning, and in a short time burned down the wing of the Quebec Seminary, a stone building four stories high, over 200 feet long and 40 feet deep, erected about forty years ago in an eastern extension. The fire extended likewise to the main building, destroying nearly 100 feet thereof, and threatening the destruction of not only the Seminary but the Bishop's Palace and the French Cathedral, which are connected with the Seminary by passages. The Laval University was likewise at one time in great danger of being burnt. Fortunately the wind was not high. Everything was burned in the new wing, one priest having to jump from the third story for his life, while many of the students only escaped from their sleeping apartments half dressed. Most of them have lost their clothing and books. The Seminary was consumed by fire in the year 1701 and 1705. It was also damaged to a serious extent in the siege of 1759. Originally it was constructed on three sides of a square it compassed about 300 feet long. To this the wing just burned down was added. The present damage is variously estimated at about \$50,000. The extent of insurance is considerable.

THE QUEEN'S BIRTH DAY A HOLIDAY.

As will be seen by reference to page 52 of the April number of the *Journal*, the anniversary of the birth day of Her Most Gracious Majesty the Queen is hereafter to be observed as a regular holiday in all the public schools of Upper Canada.

NEW SCHOOL HISTORY OF CANADA, — GEOGRAPHIES.

JUST PUBLISHED: *An Illustrated School History of Canada, and of the other British North American Provinces.* By J. GEORGE HODGINS, LL.B., F.R.G.S. With sixty engravings on wood. Highly recommended by the press. Price 50 cents. The usual discount to teachers.

The publisher would call attention to the GREATLY REDUCED RATES at which the following works, by the same author, are now offered by the booksellers:

Lovell's General Geography, with 51 coloured maps, 118 beautiful engravings, and a table of clocks of the world—price reduced from \$1 to 70 cents. This book is especially adapted for introduction into every College, Academy, and School in the British Provinces. Parents should see that it is in their children's hands.

Easy Lessons in General Geography; with maps and illustrations; being introductory to *Lovell's General Geography*—price reduced from 60 cents to 45 cents.

In Preparation, by the same author: *Introductory Sketches and Stories*, for Junior Classes, taken from the *History of Canada* and of the other Provinces of British North America, for the use of schools. With numerous illustrations.

ADAM MILLER,

Upper Canada School Book Depot, 62 King St. East, Toronto.
Toronto, April, 1865. [3in. n. p.]

ADVERTISEMENTS inserted in the *Journal of Education* for 20 cents per line, which may be remitted in postage stamps, or otherwise.

TERMS: For a single copy of the *Journal of Education*, \$1 per annum, back vols., neatly stitched, supplied on the same terms. All subscriptions to commence with the January Number, and payment in advance must in all cases accompany the order. Single numbers, 10 cents each.

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

*It will be gratifying to the Teacher to know that a Regulation has recently been adopted by the Council of Public Instruction for Upper Canada authorizing Teachers to devote five days during the year to visiting each others' schools. See *Journal* for last month, pages 50 and 53.