

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. VII.

TORONTO: JULY, 1854.

No. 7.

CONTENTS OF THIS NUMBER.

	PAGE
I. An Act to Amend the Law relating to Grammar Schools in Upper Canada	109
II. The Benefits of Education dependent upon good Education..	112
III. The late Dr. Arnold, Head Master of Rugby School.....	113
IV. The Mother of Lord Bacon and an English Lady's education in her days.....	114
V. Glimpses of Education in the East	115
VI. EDITORIAL.—1. Official Circular to the Chairman of the Board of Trustees of each County Grammar School in Upper Canada. 2. Utility of Classical Studies	116
VII. The Greek and Latin Authors compared.....	119
VIII. MISCELLANEOUS.—1. Educate the People. 2. Solemn Thought. 3. Receipt for making Composition Black Boards. 4. Recreation necessary to Health. 5 The London Times. 6. Object of Collegiate Education. 7. Uses of Fairy Literature. 8. Breaking the Rules of School. 9. Capital for the Young. Teach Children to Help themselves, &c.	119
IX. EDUCATIONAL INTELLIGENCE.—1. Canada. 2. British and Foreign. 3. United States.	121
X. LITERARY AND SCIENTIFIC INTELLIGENCE.....	122
XI. Advertisements.....	124

AN ACT

TO AMEND THE LAW RELATING TO GRAMMAR SCHOOLS IN UPPER CANADA.

16TH VICTORIA, CHAPTER 186.

[Assented to 14th June, 1853.]

Preamble. WHEREAS it is expedient to make further provision for the better establishment and maintenance of Grammar Schools in the several Counties and Cities in Upper Canada: Be it therefore enacted by the Queen's Most Excellent Majesty, by and with the advice and consent of the Legislative Council and of the Legislative Assembly of the Province of Canada, constituted and assembled by virtue of and under the authority of an Act passed in the Parliament of the United Kingdom of Great Britain and Ireland, and intitled, *An Act to re-unite the Provinces of Upper and Lower Canada, and for the Government of Canada*, and it is hereby enacted by the authority of the same, That all moneys arising from the sale of lands set apart or which may hereafter be set apart for the encouragement of Grammar Schools in Upper Canada, and which shall not have been specially granted to or vested in or for the benefit of any particular College, Grammar School, or other Seminary or place of Education, or otherwise separated with by the Crown, and all annual grants which have been or may hereafter be made by Parliament, or which may be or become otherwise available from any other sources for that purpose, shall form a fund to be called *The Upper Canada Grammar School Fund*, and shall be invested in Government or other securities by the direction of the Governor in Council: and the annual income thereof, after the deduction therefrom of One Hundred Pounds yearly for a

Senior Grammar School for each County or Union of Counties in Upper Canada, and certain other sums of money otherwise specially appropriated by this Act, shall be, with the said sum of One Hundred Pounds for each such Senior Grammar School as aforesaid, annually apportioned to the several Counties and Unions of Counties in Upper Canada, by the Chief Superintendent of Schools, according to the ratio of population in each County and Union of Counties as compared with the population of Upper Canada; or if he shall think it expedient in case of a defective census, he shall, with the approbation of the Governor in Council, apportion such moneys according to the best evidence which he can obtain of the relative proportions of such population, having respect to an equitable apportionment thereof according to the said ratio of population: Provided always, that when the Senior County Grammar School of any County or Union of Counties is situate within the limits of any City, the said sum of One Hundred Pounds a year shall be paid to such School, although the same may continue within the limits of such City.

Annual income to be apportioned annually by the Chief Superintendent of Schools.

can obtain of respect to an ratio of population: Proviso: When the Senior Grammar School is in a City

II. And be it enacted, That it may and shall be lawful for the Municipal Council of each County, City, Township, Town or incorporated Village from time to time, to levy and collect by assessment such sum or sums as it shall judge expedient, to purchase the site or sites of, to rent, build, repair, furnish, warm and keep in order, a Grammar School House or Grammar School Houses, and its or their appendages, grounds and enclosures, for procuring apparatus and text-books, for providing the salary of the Teacher or Teachers, and all other necessary expenses of such County Grammar School or Schools; and all sums so collected shall be paid over to the Treasurer of the County Grammar School for which the said assessment was made.

Municipal Councils may levy assessments for supporting Grammar Schools and their appendages.

and enclosures, the salary of the Teacher or Teachers, and all other necessary expenses of such County Grammar School or Schools; and all sums so collected to whom to be paid over.

III. And be it enacted, That the Chief Superintendent of Schools for Upper Canada shall, on or before the first day of May in each year, notify each County Council, through the Clerk of the Council, of the annual apportionment of Grammar School moneys to such County, and shall give notice of the same to the Inspector General; and such moneys shall be payable to the Treasurer of each County entitled to receive it, one half on or before the first day of July, and the other half on or before the thirty-first day of December, in each year, in such manner as may be determined by the Governor: Provided always, that the sum or sums raised by local assessment or subscriptions for the support of Grammar Schools shall be payable each year on or before the fourteenth day of December.

Notice to be given touching the apportionment aforesaid.

Apportionment to be payable half yearly.

Proviso.

IV. And be it enacted, That the sum or sums of money annually apportioned to each County, as provided in the first section of this Act, shall be expended in the payment of the salaries of Teachers, and for no other purpose.

Apportionment to be expended solely in paying Teachers.

Certain subjects to be taught in each Grammar School.

V. And be it enacted, That in each County Grammar School provision shall be made for giving instruction, by a Teacher or Teachers of competent ability and good morals, in all the higher branches of a practical English and Commercial Education including the Elements of Natural Philosophy and Mechanics, and also in the Latin and Greek Languages and Mathematics so far as to prepare students for University College or any College affiliated to the University of Toronto, according to a programme of studies and general rules and regulations to be prescribed by the Council of Public Instruction for Upper Canada, and approved by the Governor in Council:

Proviso. Provided always, that no Grammar School shall be entitled to receive any part of the Grammar School Fund, which shall not be conducted according to such programme, rules and regulations.

Council of Public Instruction to select Books and prepare a programme of studies.

VI. And be it enacted, That the Council of Public Instruction for Upper Canada, (of which the President of University College and the President or other Head of each of the Colleges in Upper Canada affiliated to the University of Toronto, shall be Members for the purposes of this Act,) shall prepare and prescribe a list of text-books, programme of studies, and general rules and regulations for the organization and government of the County Grammar Schools, to be approved by the Governor in Council.

Duties of the Chief Superintendent with regard to Grammar Schools.

VII. And be it enacted, That it shall be the duty of the Chief Superintendent of Schools to make annually to the Governor on or before the first day of July, a report of the actual state of the Grammar Schools in Upper Canada, shewing the amount of moneys expended in connection with each and from what sources derived, with such suggestions for their improvement as he shall deem useful and expedient;—to see that the County Grammar School Fund apportioned by him, is, in all cases, applied to the purposes hereinbefore prescribed, and that each County Grammar School is conducted according to the rules and regulations provided according to law; and to prepare suitable forms, and to give such instructions as he shall judge necessary and proper for making all reports and conducting all proceedings under this Act, and to cause the same with a sufficient number of copies of this Act and such general rules and regulations as shall be approved of as aforesaid for the better organization and government of Grammar Schools, to be printed in a convenient form and transmitted to the parties required to execute the provisions of this Act.

Present Trustees to remain in office until others are appointed and organized.

VIII. And be it enacted, That the Trustees of the several Grammar Schools in Upper Canada appointed before this Act shall come into force, shall continue and be *ex officio* Trustees of the respective Schools for which they shall have been appointed, and shall continue to discharge their duties as such until the appointment and organization of new Boards of Trustees for their respective Schools as herein provided.

Present Boards of Trustees to appoint three Trustees, who, with three to be appointed by the County Council, shall form the new Board of Trustees.

IX. And be it enacted, That the several Grammar School Trustees for each County and Union of Counties in Upper Canada, shall meet together on the first Wednesday in January next after the passing of this Act, and select from amongst themselves three Trustees, (one of whom shall retire annually from the said Board, on the thirty-first day of January in each year,) for each of the Grammar Schools within such County or Union of Counties, who, with three other Trustees for each such School, to be chosen as hereinafter provided by the Municipal Council of the County or Union of Counties, shall compose the Board of Trustees (consisting of six members, three of whom shall constitute a *quorum*) for each such Grammar School, and the order in which the persons so selected by the said Trustees shall retire from the said Board shall be decided by lot: And the several County Municipalities in Upper Canada, at their first sittings to be held after the said first day of January next, shall select and appoint three fit and proper persons, one of whom shall also retire annually from the said Board on the thirty-first day of January in each year, to be Trustees for each of the Grammar Schools within their Counties or Union of Counties, and shall also decide the order in which the said persons so chosen, and all persons to be chosen by them as Trustees, shall retire from the said Board: And the vacancy occasioned by the retirement of the said two Trustees annually, as also any occasional vacancy in the said Board, shall be filled up by such County Municipality, provided that the person appointed to fill such occasional vacancy shall hold office only for the unexpired part of the term for which the person whose place shall have become vacant was appointed to serve, and the

Quorum.

Retirement of Members.

Appointment of three Trustees by the County Council.

Vacancies how to be filled up.

that the person appointed to fill such occasional vacancy shall hold office only for the unexpired part of the term for which the person whose place shall have become vacant was appointed to serve, and the

places of the two persons who shall retire from Office annually, (but may be re-elected) shall be filled up by the County Municipality at its first meeting to be held after the first day of January in each year, although the year within which such two Trustees shall retire may not then have wholly expired.

X. And be it enacted, That it may and shall be lawful for the Municipal Council of each County or Union of Counties hereafter to be formed or set apart in Upper Canada, to appoint not less than six or more than eight fit and proper persons (three of whom shall be a *quorum* for the transaction of business) as a Board of Trustees for each Grammar School in such County or Union of Counties: Provided always, that two of the persons thus appointed (to be determined by such Council) shall retire from office annually on the thirty-first day of January in each year, (but may be re-appointed) and their places, as also any occasional vacancy, shall be filled up by such Councils: Provided also, that the person appointed to fill such vacancy shall hold office only for the unexpired part of the term for which the person whose place shall have become vacant, was appointed to serve: Provided likewise that such Municipal Councils shall appoint such Trustees at their first or other meeting after the Municipal Elections in each year, although the time may not then have expired for the retiring of the two Trustees who are to go out annually, and all Trustees under this Act shall hold their offices until their successors shall be appointed as herein provided.

Board of Trustees to be appointed for each Grammar School by the Municipal Council of the County hereafter to be formed.

Proviso.

Proviso.

XI. And be it enacted, That the Board of Trustees of each County Grammar School shall be and is hereby declared to be a Corporation, and to have and possess all the powers which are usually enjoyed by Corporations so far as the same are necessary for carrying out the purposes of this Act; they shall meet at or near the place where each such School is held, on the first Wednesday in February in each and every year, and it shall be the duty of such Trustees:

Boards of Trustees incorporated.

Duties of such Boards.

First. To appoint annually, or oftener, from amongst themselves, a Chairman, Secretary and Treasurer, and to fix the times and places of their meetings, the mode of calling and conducting such meetings, and of keeping a full and correct account of their proceedings.

Appointing officers.

Secondly. To take the charge of the County Grammar School for which they are appointed Trustees, and the buildings and lands appertaining to it; to remove if they see fit and in case of vacancies to appoint the Master or other Teacher or Teachers in such School, to fix their salaries and prescribe their duties; to appoint such other officers or servants in such School as they may judge expedient, remuneration; to do whatever may be expedient with regard to erecting, repairing, warming, furnishing or keeping in order the building or buildings of such School and its appendages, lands and enclosures, and to apply (if necessary) for the requisite sum or sums to be raised by Municipal authority for such purpose or purposes: Provided always, that no person (except a Graduate of some University or University College,) shall hereafter be appointed Master of a Grammar School unless he shall have previously obtained a Certificate of qualification from a Committee of Examiners (one of whom shall be the Head Master of the Normal School,) appointed by the Council of Public Instruction.

Taking charge of Schools: appointing Teachers, &c.

Taking care of building, &c.

Applying to the Municipality for funds.

Proviso: Masters to be examined, unless Graduates.

Thirdly. To settle the amount to be paid by parents and guardians for each pupil attending such School, and to fix the time or times of payment, and to apply the moneys received therefor as they shall judge expedient towards making up the salaries of Teachers, providing the proper apparatus, maps, text-books and registers, and for any other necessary expenses of such School; and they shall have authority to sue for and recover such amounts, and when collected the same shall be paid over to the Treasurer of the said Board of Trustees.

Causing Rate Bills to be levied.

Fourthly. To employ such means as they may judge expedient, in concurrence with the Trustees of the School Section or the Board of Common School Trustees in the Township, Village, Town or City in which such Grammar School may be situate, for uniting one or more of the Common Schools of such Township, Village, Town or City, or departments of them, with such Grammar School: Provided always, that no such union shall take place without ample provision being made for giving instruction to the pupils

Uniting Grammar Schools with Common Schools,

Proviso.

in the elementary English branches, by a duly qualified English Teacher or Teachers; And provided also, that the Schools thus united shall be under the management of the Joint Board of Grammar and Common School Trustees, who shall have the powers of the Trustees of both the Common and Grammar Schools, but when the Trustees of the Common School shall exceed six in number, then they shall reduce their number to six in the Joint Board.

Books, Examinations, &c. *Fifthly.* To see that the pupils of such Grammar School are supplied with proper text-books; that public half-yearly examinations of the pupils are held, and due notice given of them; and that such School is conducted in accordance with the regulations which shall be provided according to law.

Giving orders for money on the County Treasurer. *Sixthly.* To give the necessary orders upon the County Treasurer for the amount of public money to which such School is entitled, and upon their own Treasurer for any moneys in his hands for the payment of the salaries of the officers of such School and of any necessary expenses; to prepare and transmit, before the fifteenth day of January, to the Chief Superintendent of Schools, an annual report, which shall contain a full and accurate account of all matters appertaining to such School, in accordance with a form of report which shall be provided according to law.

Names by which Grammar Schools shall be designated. XII. And be it enacted, That each County Grammar School shall be distinguished by prefixing to the term "County," the name of the City, Town or Village within the limits of which it may be situate; and that the Trustees of all such Grammar Schools shall severally use such distinguishing titles as their corporate name.

Which shall be the Senior Grammar School of any County. XIII. And be it enacted, That the Grammar School of the County or Union of Counties situate at the County Town of every County or Union of Counties in Upper Canada, shall be the Senior County Grammar School of such County or Union of Counties, and if the Courts of Assize and Nisi Prius for any of such Counties or Union of Counties are usually held in a City, such City for the purposes of this section shall be considered a County Town.

County Municipalities may establish additional Grammar Schools in certain cases, and on certain conditions. XIV. And be it enacted, That from and after the time when this Act shall come into force, the several County Municipalities shall have power and authority to establish additional Grammar Schools within their limits, and appoint Trustees therefor according to the tenth Section of this Act, but no new Grammar School shall be established until the state of the Grammar School Fund shall permit the application of a sum equal to the past to Fifty Pounds annually to such new School, after paying to each Senior County Grammar School the sum of One Hundred Pounds annually, and to all other Grammar Schools within such County, an amount which on the average would equal at least the annual sum of Fifty Pounds to each of such Schools; Provided always, that the sum or sums of money apportioned out of the Grammar School Fund to each County, shall be distributed amongst the several Grammar Schools of such County within the restrictions imposed by this Act under such rules and regulations as

School Fund shall permit the application of a sum equal to the past to Fifty Pounds annually to such new School, after paying to each Senior County Grammar School the sum of One Hundred Pounds annually, and to all other Grammar Schools within such County, an amount which on the average would equal at least the annual sum of Fifty Pounds to each of such Schools; Provided always, that the sum or sums of money apportioned out of the Grammar School Fund to each County, shall be distributed amongst the several Grammar Schools of such County within the restrictions imposed by this Act under such rules and regulations as

Proviso: as to apportionment of public moneys for Grammar Schools. may from time to time be made by the Council of Public Instruction for Upper Canada and approved by the Governor in Council.

Where Grammar Schools now existing shall be kept. XV. And be it enacted, That the Grammar Schools at present established, or which may be established at the time this Act comes into force, shall be continued at the places where they are respectively held; but the Board of Trustees of each of the said Schools may change the place of holding such School by a resolution to be passed for that purpose and approved by the Governor in Council: But the place of holding any Grammar School to be established after this act comes into force, may be changed by the County Council of the County within which it is established.

Change of site. **Grammar Schools established after this Act is in force.** XVI. And whereas it is desirable at Seminaries and places of Education to direct attention to natural phenomena, and to encourage habits of observation; And whereas a better knowledge of the climate and meteorology of Canada will be serviceable to agricultural and other pursuits, and be of value to scientific enquirers: Be it therefore enacted, That it shall be part of the duty of the Master of every Senior County Grammar School, to make the requisite observations for keeping and to keep a Meteorological Journal, embracing such observations and kept according to such form as shall

Recital. **Masters of Senior Grammar Schools to keep Meteorological Journals.** from time to time be directed by the Council of Public Instruction; and all such Journals or Abstracts of them shall be presented annually by the Chief Superintendent of Schools to the Governor with his Annual Report:

Every Senior County Grammar School shall, on or before the last day of November, one thousand eight hundred and fifty-four, be provided, at the expense of the County Municipality, with the following Instruments.

And to be supplied with certain instruments.

- One Barometer.
- One Thermometer for the temperature of the air:
- One Daniel's Hygrometer, or other Instrument for showing the Dew-Point:
- One rain-gauge and measure:
- One wind-vane:

And it shall be the duty of the Chief Superintendent of Schools to procure these Instruments at the request and expense of the Municipal Council of any County, and to furnish the Master of the Senior County Grammar School with a Book for registering observations, and with forms for abstracts thereof, to be transmitted to the Chief Superintendent by such Master, who shall certify that the observations required have been made with due care and regularity.

XVII. And be it enacted, That the Act of the Parliament of Upper Canada, passed in the forty seventh year of the Reign of King George the Third, and intituled, *An Act to establish Public Schools in each and every District of this Province*, and the Act of the said Parliament, passed in the forty-eighth year of the same Reign, and intituled, *An Act to amend an Act passed in the forty-seventh year of His Majesty's Reign, intituled, 'An Act to establish Public Schools in each and every District of this Province,'* and the Act of the said Parliament, passed in the second Session held in the fifty-ninth year of the same Reign, and intituled, *An Act to repeal part of and to amend the Laws now in force for establishing Public Schools in the several Districts of this Province, and to extend the provisions of the same, and the Act of the said Parliament, passed in the seventh year of the Reign of King William the Fourth, and intituled, 'An Act to repeal part of an Act passed in the fifty-ninth year of the Reign of His late Majesty King George the Third, intituled, 'An Act to repeal part of and to amend the Laws now in force for establishing Public Schools in the several Districts of the Province,' and to establish the Public School for the London District, in the Town of London,* and the Act of the Parliament of this Province, passed in the Session held in the fourth and fifth years of Her Majesty's Reign, and intituled, *An Act to make temporary provision for the appropriation of the Funds derived from the Sale of School Lands in that part of the Province formerly Upper Canada, and for other purposes,* and the Act of the Parliament of this Province, passed in the ninth year of Her Majesty's Reign, and intituled, *An Act to amend the Act therein mentioned, relating to the appropriation of moneys derived from the Sale of School Lands in Upper Canada,* and the Act of the Parliament of this Province, passed in the Session held in the thirteenth and fourteenth years of Her Majesty's Reign and intituled, *An Act to provide for the payment of a sum of money therein mentioned, for the use and support of three additional Grammar Schools in the County of York, for the year one thousand eight hundred and forty-nine,* and the Act of the Parliament of this Province, passed in the Session held in the fourteenth and fifteenth years of Her Majesty's Reign, and intituled, *An Act to repeal the provision limiting the distance between the County Town and any additional Grammar School in the same County, in Upper Canada,* and all other laws and statutes relating to the Grammar Schools or Grammar School moneys in Upper Canada, so far as they are contrary to the provisions of this Act, shall be and the same are hereby repealed from and after the day this Act shall come into force; Provided always, that all appointments of Trustees, Masters or Teachers of Grammar Schools shall continue in force, as if made under the authority of this Act, until revoked or changed according to the provisions of the same.

XVIII. And be it enacted, That this Act shall have force and effect upon, from and after the first day of January, one thousand eight hundred and fifty-four, and not before.

Chief Superintendent to provide Instruments at the request and cost of the Municipality.

Acts of [U. C. 47 G. 3, c. 6.

48 G. 3, c. 16.

50 G. 3, c. 4.

7 W. 4, c. 106.

And of Canada, 4 & 5 V. c. 19.

9 V. c. 19.

13 & 14 V. c. 91.

14 & 15 V. c. 105, and other laws inconsistent with this Act, repealed.

Proviso.

Commencement of Act.

THE BENEFITS OF EDUCATION DEPENDENT UPON GOOD EDUCATION.

The grand object of the mental improvement of the industrious classes is, as we observed in a recent Number, to unfold the higher faculties of reason and imagination which those classes possess in common with the high born and the best educated, in order to raise them above low tastes and mere animal indulgences, and thereby to elevate their character rather than their station. But it may be added, that in pointing out elevation of character rather than of station as that which should be the main object of mental improvement, we are also pointing out the only sure mode of attaining to such elevation in station as will prove at once creditable and lasting. For there can be little credit or security, and still less happiness, in any change of station, when the person raised does not possess proper self-control, or when his tastes and habits are unsuited to the change. And such will for the most part, be the case of those, if successful, who aim only at elevation of station instead of the proper qualifications for it. Whereas, if elevation of character be sought by cultivation of the higher faculties, and by the acquisition of self-control, a person will thereby become not only fitted for a higher station, but also furnished with the best means of attaining it. In a country like our own, where examples of men in the humblest station raising themselves to affluence and distinction are so common, instances of the truth of the truth of the above observations need hardly be adduced. There are however, not infrequently so many apparently accidental circumstances connected with success, that it is often difficult to decide in any particular case whether success is mainly to be attributed to good fortune, or to education and good conduct. Of itself, indeed, mere good fortune can do but little, as has been so well expressed in the following lines, which form the motto of a chapter in the "Fortunes of Nigel;"

"Chance will not do the work--Chance sends the breeze;
But if the pilot slumber at the helm,
The very wind that wafts us toward the port,
May dash us on the shelves.—The steersman's part is vigilance,
Blow it or rough or smooth."

But still the question arises, whether the chance, or, in other words, the favourable opportunity, be for the most part indispensable, or whether education can ever be regarded as the main cause of success.

In perusing a recent publication, by the Rev. Erskine Neale,* it has occurred to us that perhaps no course of life affords a better opportunity of tracing the benefits of education, joined with good conduct, in causing elevation of station, than the military profession, as illustrated in the case of those who have risen from the ranks to offices of trust and posts of honour. Of those who enter the army as privates, all start upon the same footing, and, as far as entering the profession is concerned, are under similar circumstances. But no sooner have they gone through the first part of their training (if not while passing through it) than their relative position is regulated by their conduct.

The man who by regularity and obedience shows that he is possessed of self-control and worthy of trust, is soon fixed upon to be placed above his comrades. But then comes almost immediately the question, whether his previous education has been sufficient to render him capable of filling the post for which he appears to be morally fitted. And unless he has acquired, or can acquire, some knowledge in reading, writing, and accounts, his promotion cannot go on. The want of such knowledge is often a bar to the advancement of the well conducted private, but one which the regimental schools are now happily tending to remove. There is, however, still too much cause for lamenting the truth of a remark of the late Lord Hill, quoted by Mr. Neale, "that the soldier has much to combat in the way of constant temptation, and more in the want of early education; and that his deficiencies in this latter respect are deplorably and avowedly great."

The evils arising from the want of education is perhaps best shown by the benefits which have been derived from it by those who have been possessed of a certain amount of it before they entered the ranks. Of this there are several striking instances in the work before us.

The first is that of the late Brigadier-General Cureton. He was of an old family, long possessed of an hereditary estate in Shropshire, which his mother was obliged to obtain authority to sell after his father's death. At an early age he entered the militia of his native country as an ensign, and shortly after became a lieutenant. But he was speedily obliged, by pecuniary difficulties, to leave both this and another regiment of militia, when he enlisted, under the name of "Taylor," as a private in the 14th Light Dragoons. The officer of his troop, finding him a superior and educated young man, and steady, appointed him a "lance corporal," from which he gradually rose. He quitted England for the Peninsula in 1810, and in 1813, while holding

the rank of serjeant, was recognised by one of Lord Wellington's staff, who had been his brother officer in the Shropshire militia. His conduct was so meritorious that, when a steady non-commissioned officer was required to manage the post-office arrangements, he was recommended by the colonel of his regiment, and at once appointed serjeant of the post to the head-quarters of the army. In 1814 he took his leave of the ranks, and of the name which he had assumed, and was gazetted to an ensigncy in the 4th foot.

When he had suddenly disappeared from the militia, it was believed that he had been drowned while bathing, from the circumstances of his regimentals having been left on the beach; and the first intimation that his mother had of his being still alive was the Gazette recording his commission. Although he had received many severe wounds in the Peninsula he followed up his profession, and exchanged first into the 20th Light Dragoons, and then into the 16th Lancers, which he accompanied to India in 1822. He was present at the siege and capture of Bhurtpore, in 1825-26; and in the campaign of Afghanistan in 1839-40 he served as Assistant-Adjutant-General, and was present at the capture of Ghuznee. In 1845 he was in command of the cavalry corps at Aliwal and Soobraon.

In Sir Harry Smith's despatch of the battle of Aliwal it is stated, that Brigadier Cureton's knowledge of the outpost duty, and the able manner in which he handles his cavalry under the heaviest fire, rank him among the first cavalry officers of the age. At the battle of Soobraon similar praise was bestowed by the commander in chief. When he fell at Ramnuggur, in 1843, every honor was rendered to his memory. Although a strict disciplinarian, he is spoken of as one of the kindest and most thoughtful of commanding officers, and singularly considerate, in all points, of those under his command.

It is particularly mentioned, that, rapid as was his rise, no accusation was ever breathed of his indulging in unjust censure, or displaying overbearing demeanour. He fell in the presence of the same regiment, the 14th Light Dragoons, in which, thirty-eight years before, he had commenced his military career as a private. The interesting account in the volume before us, proves still more clearly than the foregoing imperfect sketch, that this distinguished officer owed his signal success in his profession, not to chance, but to education and uniform good conduct.

Another example of a similar nature is to be found in our author's account of Sir John Elley. He was the son of a paper manufacturer, and was early articled to a solicitor in London; but, disliking the law, he enlisted as a private in the Blues, in 1789. His steadiness, quickness, devotion to his duties, and general merits as a soldier, soon attracted attention. In 1790 he was gazetted quarter-master, thus becoming a commissioned officer, and in the following year obtained a cornetcy. He rose regularly through the different grades, until, in 1813, he became full colonel in the army.

During the long and arduous struggle in the Peninsula, his judgement, tact, prompt decision, and dashing bravery, were conspicuous. For the particulars of his gallant career, especially at Salamanca and Waterloo, as also for the history of his favourite charger, we must refer our readers to Mr. Neale's pages. He became a major-general in 1819, and lieutenant general in 1837. In 1835 he was returned as one of the members of Parliament for Windsor, and he died in the beginning of 1839. Shortly before his death he justly observed, that "rash and hasty words are one of the soldier's besetting sins; and yet, considering that in war-time he is one moment all 'life and daring,' the next, 'laid low,' blasphemy in his case seems flat rebellion against Heaven. These points," he added, "appear in their true colours when life begins to wane."

In compliance with a request strongly expressed in his will, he was interred in St. George's Chapel at Windsor. Soon after the accession of William IV., at the great camp dinner at Windsor Castle, one of the earliest toasts proposed by the king was "The Army and John Elley." In responding to it, Sir John referred to his early life, and to his having risen from the ranks, and alluded modestly to the obligation he was under to the army for the position he held, and for the circumstances in which he then found himself.

Here we have an instance of one who enlisted as a private in a celebrated regiment, raising himself, by the aid of a moderate education, and by sheer dint of merit, to the command of the same corps, becoming afterwards, a representative of a royal borough in Parliament, and a guest at the table of royalty, where his health was proposed by his sovereign as a chief in whose person the British army was worthily represented; and, finally, obtaining a last resting-place where so many of the royal and the noble are interred.

In time of war it was not uncommon for men well brought up (of whom some had previously served as officers in the militia,) to enter the regular army as volunteers, in the hope of being enabled by their education and good conduct to obtain commissions. Sir Hudson Lowe is related by our author to have thus commenced his military career. After having been previously an ensign in the East Devon militia, he served in the ranks for nearly three years as a volunteer, before he

* "Risen from the Ranks; or, Conduct versus Caste." Pp. 841. London: Longmans, 1889.

obtained an ensign. He attained to the rank of major general in 1814, having risen in the army while serving chiefly in the Mediterranean, in a foreign corps in the pay of England. In this situation he became master of the French and Italian languages, and in 1814 he was attached to the army of the Allies, and received from several of the allied sovereigns and generals most honourable testimonies of his services. It was owing to these circumstances that he was considered well qualified to be intrusted with the safe custody of Bonaparte at St. Helena. His instructions from the British Government were, "to allow every indulgence to General Bonaparte, which may be compatible with the entire security of his person; that he should not by any means escape, or hold communication with any person whatsoever, excepting through your agency, must be your *unremitted care*; and those points being made sure, every resource and amusement which may serve to reconcile Bonaparte to his confinement may be permitted." To obey these orders in such a manner as to do his duty to his country, and at the same time reconcile the caged lion to his captivity, was obviously next to an impossibility. Our author mentions several instances of the extreme difficulty of Sir H. Lowe's position, and of the trials of self-control to which he was constantly exposed. The following anecdote is as good a proof as could be adduced of the kindness which he permitted to be shewn towards his charge by those in whom he had perfect confidence; and it is also a valuable illustration of the self-protecting power of innocence. It appears that at one time the Longwood party, despairing of all success with Sir Hudson, had a scheme for bribing Lady Lowe, who had been heard to make some kind and commiserating remarks about Napoleon. A lady, to whom Lady Lowe had shown great kindness, was employed to see whether any favourable impression could be made, and *carte blanche* was given as to money. The lady undertook her mission, and had a long interview with Lady Lowe alone, who, surprised at the length of the visit, once and again let the conversation drop. At last she rose, in utter desperation, and took her leave. On her return to the conspirators at Longwood, she said, "I could not find words to ask Lady Lowe to betray her husband. So kind, and frank, and truthful as she looked, I dared not approach her with such a proposal. No! No! I had miscalculated my own powers, and misunderstood her character. Forgive me!" It is the testimony of an eye-witness, that Sir H. Lowe's talent in unravelling the intricate plotting constantly going on at Longwood, and his vigilance in discharging his arduous and invidious duties, made him more enemies than any hastiness of temper, uncourteousness of demeanour, or severity in his measures, of which the world was taught to believe him guilty. His destiny seems a hard one, if, after having firmly carried out what he had reluctantly undertaken,—the safe custody of a baffled tyrant,—and obeyed instructions, he was then, as our author asserts, rewarded by coolness and neglect, where he had a right to calculate on cordiality and praise. He was thus treated, and died poor, although he had been charged with an amount of responsibility from which most men would have shrunk, and had performed a painful duty, with sleepless vigilance, and had been exposed, from circumstances not of his own seeking, to an amount of obloquy almost without parallel in the annals of party. But such treatment, though he felt it, was borne patiently; he was once or twice heard to say:—"Were the past to be acted over again, I should make no change in my conduct. I received from my government certain instructions, and was charged rigidly to abide by them. I did so. Can a soldier obey orders too minutely?" Perhaps his case illustrates as forcibly as can be desired the benefits of education combined with good conduct. Thereby one, raised from the ranks, became such as to be considered fit to be intrusted with a charge of the greatest responsibility, and was enabled, after having faithfully discharged his trust, to submit patiently to unjust neglect and even obloquy by a consciousness of having performed his duty.

In conclusion, we will only repeat, that these illustrations have been taken from the military profession, because it seems more easy in it than in any other calling to distinguish and trace the causes of elevation of station, and not because we suppose that such elevation is really in any degree less dependent in other pursuits than in it upon education combined with good conduct, or, in other words, upon elevation of character.—*English Journal of Education.*

THE LATE DR. ARNOLD, HEAD MASTER OF RUGBY SCHOOL.

Dr. Thomas Arnold, of Rugby, stands by common consent, at the head of the list of eminent instructors of the present century. His world-wide reputation, as a teacher, is, however, chiefly posthumous. He died at the age of forty-seven years, on the morning of the 12th of June, 1842; and so suddenly did the messenger of death come, that his departure was announced to some of the members of his own household before they knew that he was ill.

Previous to his death, the reputation and influence of Dr. Arnold were limited to the scholars and statesmen of his native land. He was known in the Universities, as one of the first scholars of his time, as

an advocate of reform in opening the doors of Oxford and Cambridge to the admission of Dissenters, and as a powerful Anti-Tractarian champion, in the bitter controversy between Dr. Hampden and the leading theological professors of his own University of Oxford.

But though powerful in the highest seats of learning, by the influence of his pen, and by the presence of his pupils in great numbers, who were for the most part his devoted friends and strenuous advocates of his opinions; and though as a political writer, he became deeply involved in those questions of Church and State policy, which so greatly agitated the public mind of England during the ten years preceding his death; still his reputation could hardly be called national, till he had won, in spite of the most vigorous opposition, his Professorship of History at Oxford. This great triumph was due to his transcendent merit as a teacher, and gave the fairest opportunity he could have hoped for, to establish a high reputation in the renowned University, whose best interests were always dear to his heart.

But his subsequent career was short. He was permitted only to give his Introductory course of Lectures on Modern History, before he was summoned away forever. These lectures were received with universal favor, and have become a standard work on both sides of the Atlantic, than which there is no better guide for the young student in laying out a plan of historic reading, and in suggesting the objects and benefits of this most important of all University studies.

Dr. Arnold lived long enough to give assurance that his subsequent career, would, if he had been spared, as a professor and writer of History, have been one of unsurpassed brilliancy, at least since the days of Gibbon. As a defender of sound learning applied to the noblest ends, as a champion of human liberty, in church and state, as an advocate for the rights of conscience, he had shown himself able to do what no man living could do better than he. As a controversialist, he had shown himself equal to any intellectual warfare that could be arrayed against him, and for that reason he was an object of pride to his friends. He was also a generous combatant, as magnanimous towards his opponents as he was earnest in defending his own views of truth, and for that reason, he had no personal enemies.

When the respect of men of all parties and names had been secured, when that time of life had come in which the ripest fruits of scholarship are gathered, when all the powers of a great mind were most vigorous for noble action, when a quick fancy and impulsive imagination had been chastened by time, not so as to lose their charms, but only so as to become the willing servitors of the clearest reason and the soberest judgment, just then the bright orb in mid-heaven, to which all eyes had been turned, suddenly vanished in thick darkness from the gaze of men. There was no consolation left, in the general grief for so great a loss, but to gather around the tomb of Arnold, and there they who had loved him, and they who had opposed him, lamented together the untimely fall of one than whom, among the great and good then living, England had no more noble son.

Contrary to the expectation of his friends, the death of Arnold happened fort nately for his fame. His career seemed prematurely closed, since his greatest purposes were broken off, his most important works being only projected or left incomplete. But his character was already mature. Over that death had no power. That still lives and speaks, and as a means of good to mankind, has proved a blessing to multitudes, who while he lived never heard his name or that of the Rugby School.

As the character of Arnold lives to bless the world by his undying example, so does his method as a teacher of History and as a teacher of Christian morals. His Roman History is indeed incomplete, being a small part of that great work, which he designed to carry down to the period of the Decline and Fall of the Empire, in order that he might furnish an antidote to the Christian student against the tendencies of the fascinating but delusive and dangerous work of Gibbon. But if it be only a fragment, it is yet in itself the best Ancient History which has been written in the English tongue; while it has made the method of Arnold immortal. He was the first to apply Niebuhr's principles of historical research to a work in our language, but the example will be imitated in all valuable history that shall hereafter be written. Arnold's method awakes from the grave of centuries the buried nations of antiquity. The records of hardly legible inscriptions, the voices of dim and gray tradition, the dark allusions of old poets and annalists are made to reveal clearly the private and public life of powerful states, now no longer existing, and to impart to their story the vitality of modern times and all the interest of passing events.

That same gift of insight, also, whereby from the merest hints he could unravel the mazes of ancient story, and by the aid of that imagination which the historian sometimes needs to arrive at actual reality, not less than the poet to form that which is consistent with reality, was often employed by him in casting the horoscope of future events. He had in the highest measure those two qualities of a seer, as defined by Coleridge, a "KNOWLEDGE OF HISTORY and the HUMAN MIND," and therefore he could discern the signs of the times and the future policy of nations, as with the vision of prophecy. Hence it was, that his pupils were in the habit of saying that he had talent

enough and statesmanship enough to be Prime Minister of England. So long ago as 1840, while Louis Phillippe was in the height of his power, and the causes of those dreadful agitations, which convulsed all the Western nations of Europe in 1848, hardly seemed to have been noticed by any other mind, Dr. Arnold distinctly foresaw the coming conflict of the Western powers with Russia, and pointed out the actual policy of the war, which is now waged by the allied nations on the shores of the Euxine.

Within the last six months, the following passage, written in 1840, by the Head Master of Rugby School, has been printed in the leading political journals of Great Britain, and in several of this country, and commented upon as an instance of remarkable forecast.

"What surer way of keeping the Russians from Constantinople, than to bind our alliance with France triply fast, thus keeping forever before the eyes of Russia a control which she dare not disregard? What Russian soldier would ever set foot across the Balkan, if England and France, indissolubly joined together as the protectors of the old civilization of Europe, were ready at an instant to pour their fleets into the Black sea, and without repeating the folly of the march to Moscow, to strike at the life of Russia through her vulnerable heel; to drive her back behind the Pruth, to thrust her away from the shores of the Euxine, and by occupying the Crimea as an impregnable fortress, to seal up the only outlet by which the evil spirit of Russian ambition can issue forth to trouble the world?"

Dr. Arnold had a high reputation as the author of works of enduring value. His temptations were very great to devote himself to strict literary pursuits. But while he lived he never allowed any enterprise, however important, to interfere with his duties as a teacher. Indeed it is very easy to see that all his labors as an author were made subsidiary to his great work of instruction. If he had lived longer, and devoted himself to that work which he regarded as the great literary labor of his life—to write a book on the mutual relations of the Church and State as they are biended in the British Constitution—he might have been drawn from his pursuits as a practical teacher, and the influence of his great example, as we now have it, might have been eclipsed by his renown as an author, and his fame been confined chiefly to men of letters.

Prompted by the general grief for his loss, all the leading Reviews of Great Britain immediately after his death, and almost simultaneously, united in a tribute of respect to his memory, and a notice of his character as a teacher and as a man. The highest praise was awarded to his moral honesty, his personal virtues, to his beautiful Christian life, to his earnest labors as a teacher at Rugby, and his splendid qualifications as a Professor at Oxford. Of these tributes, some of the most beautiful and touching were found in those journals whose views on subjects of the highest moment he had opposed with all the energies of his most earnest nature.

The world had not expected to hear of such a character in the person and calling of a schoolmaster. It was a rare, if not a new thing, that a scholar of the highest clerical standing and ability, and equally competent to shine in the Senate or in the Cabinet, should be found devoting the best energies of his best days to the drudgery of school instruction. And it was especially marvellous that this pedagogue should be able, or dare to make so much noise in the world, outside of his school-room, without even asking liberty of the Trustees.

Men wished to be better acquainted with a character, which, like that of Socrates, was distinguished for a passionate love of truth and justice, for tireless industry, for the rarest attainments and the profoundest humility, for the most scrupulous piety to God, and the tenderest sympathy for mankind, especially for those who were suffering by reason of poverty, ignorance and self-delusion, and finally for his consummate courage in the defence of principle, and his recklessness of any evil consequences to himself in any controversy where truth and duty were at stake.

The Biography of Dr. Arnold was prepared by Rev. A. B. Stanley, a worthy disciple of his illustrious subject and teacher, and himself a Fellow at Oxford, and a tutor and preacher of high repute. This work is all that the devoted friends of Arnold could desire, so far as it unfolds his life as an author or man of letters, and his interior life as a man of feeling. It is largely made up, as it ought to be, of his own letters to his friends and pupils on every kind of topic, but every one of them valuable and bearing the impress of that strong individuality on the printed page with hardly less vividness than that which beams from the striking portrait which embellishes the English edition of Stanley's biography, and which was always found at Oxford and Cambridge in the room of every man who had ever been a pupil of Arnold.

It falls not to the lot of any teacher to educate all the geniuses of his time. Few comparatively of Arnold's pupils have or will become famous. It was his glory, as it is of all good educators, not so much because he helped a few to become famous, as that he prevented a great many from becoming infamous; and especially because he was very influential in making nearly all his scholars useful and respectable.

The preventive processes which form so large a part of all moral training of the right kind, do not admit of much display, nor bring a great reward of public favor; still this great service must be performed by the teacher, however thankless the task may be, or society itself must perish, in spite of all that the best talents rightly trained can do to save it.

No man has lived in our times in whom the truly Christian ideal of self-sacrifice for others' good, was a principle so intensely active; and his chief glory as a teacher was that he had most vivid views of what an educated mind controlled by Christian principle is worth, as a minister of good to the poor and ignorant and sinful, as a blessing to the state in which are embodied the common and undying life and character of a people, and especially as connected with the Christian commonwealth, or the immortal kingdom of God on earth, into which every Christian scholar should be incorporated. His intense benevolence manifesting itself in his love for friends, for his country, and for the glory of God, was the secret of all his power, not only as a preacher, but in an equal degree in his instructions of the "sixth form." It was this high moral quality on which Dr. Hawkins rested his prophecy, that if Arnold was elected to the head mastership of Rugby, "he would change the face of education all through the public schools of England."

We have no doubt of his ability as a teacher in the classics, and especially in the department of ancient history. We doubt whether there was any school-room in England, even any of the University lecture-rooms, that was the scene of greater intellectual ardor than that of Dr. Arnold's "sixth form" recitation-room. But the secret of that interest was not his ability to impart knowledge, so much as to show its uses, to provoke thought, and to inspire sentiments and motives which could not fail to produce the greatest intellectual activity and the happiest moral results. The common intellectual stimulants, such as that of personal competition, were superseded by the higher inducements, in the full appreciation, of the ends and uses of all mental culture, the making the most of life for the noblest purposes. Nor was the relation of cause and effect in this instance an intangible or remote one. The fruits of Arnold's labors as a teacher, were not only abundant, but soon visible and appreciated. When he began his career, not only the ancient Public Schools, but the Universities of England, were in a moral condition that was truly deplorable. They were the seats of profligate dissipation, and almost entirely destitute of young men of high, moral and religious character. It was soon noticed that Arnold's pupils went through the fiery ordeal of temptation unhurt, that they maintained a good standing as scholars, and were high-minded, upright, thoughtful and earnest men. The little leaven became contagious. The noble example of Rugby was imitated, and moral and religious men were no longer objects of ridicule as formerly at the Universities.

It should not be forgotten that Dr. Arnold aimed to do what he did, chiefly by the instrumentality of teaching. In the pulpit he was still the teacher. What he said there was presented in the concrete form of school instructions, teaching the theology or the divine philosophy, just as he taught his classes the philosophy of individual and social life, by the study of history.

It should also be remembered that Dr. Arnold deliberately chose the calling of a teacher, that he might thereby most directly move the machinery of the whole social system in the way of doing good, not only to his own pupils as men by themselves, but that through them he might affect the public heart and the public conscience, so as to bring about those reforms in the State and in the Church, which were intimately connected with the glory of England, and the welfare of every people on earth under the influence or control of England. He chose the teacher's calling because of his love for it, not because he could not succeed in any other calling. He was always reckoned by those who knew him best, as one of the choice scholars and thinkers of his age. He had attained the highest rank in the clerical profession before his election as Head Master at Rugby. Burning with an intense desire to benefit his race and age, and conscious of his ability to do service, he felt that his best field of labor was in the school-room, and that from that high vantage ground he could make his influence felt, not only by his teachings and inspirations, as conveyed by his living voice and presence to the crowds of talented young men that thronged his school-room; but also by an indirect influence, which should reach even to the ends of the earth.—*Princeton Review*.

THE MOTHER OF LORD BACON AND AN ENGLISH LADY'S EDUCATION IN HER DAYS.

Lady Bacon was doubtless a lady of highly cultivated mind after the fashion of her age. But we must not suffer ourselves to be deluded into the belief, that she and her sisters were more accomplished women than many who are now living. On this subject there is, we think, much misapprehension. We have often heard men who wish, as almost all men of sense wish, that women should be highly educated, speak with rapture of the English Ladies of the sixteenth century, and lament that they can find no modern damsel resembling those fair pupils of Ascham and Aylmer, who compared over their embroidery

the styles of Isocrates and Lysias, and who, while the horns were sounding and the dogs in full cry, sat in the lonely oriel, with eyes riveted to that immortal page which tells us how meekly and bravely the first great martyr of intellectual liberty took the cup from his weeping jailor. But surely these complaints have very little foundation. We would by no means disparage the ladies of the sixteenth century or their pursuits. But we conceive that those who extol them at the expense of the women of our time forget one very obvious and very important circumstance. In the reign of Henry the Eighth, and Edward the Sixth, a person who did not read Greek and Latin, could read nothing or next to nothing. The Italian was the only modern language which possessed anything that could be called a literature. All the valuable books then extant in all the vernacular dialects of Europe would hardly have filled a single shelf. It was therefore absolutely necessary that a woman should be uneducated or classically educated. Indeed, without a knowledge of one of the ancient languages no person could then have any clear notions of what was passing in the political, the literary or the religious world. The Latin was in the sixteenth century all and more than all that the French was in the eighteenth. It was the language of courts as well as of the schools. It was the language of diplomacy; it was the language of theological and political controversy. Being a fixed language, while the living languages were in a state of fluctuation, being universally known to the learned and the polite, it was employed by almost every writer who aspired to a wide and durable reputation. A person who was ignorant of it was shut out from all acquaintance—not merely with Cicero and Virgil—not merely with heavy treatises on canon law and school divinity—but with the most interesting memoirs, state papers and pamphlets of his own time.

This is no longer the case. All political and religious controversy is now conducted in the modern languages. The ancient tongues are used only in comments on the ancient writers. The great productions of Athenian and Roman genius are indeed still what they were. But though their positive value is unchanged, their relative value, when compared with the whole mass of mental wealth possessed by mankind, has been constantly falling. They were the intellectual all of our ancestors. They are but a part of our treasures. Over what tragedy could Lady Jane Gray have wept, over what comedy could she have smiled, if the ancient dramatists had not been in her library? A modern reader can make shift without *Œdipus* and *Medea*, while he possesses *Othello* and *Hamlet*. We are guilty, we hope, of no irreverence towards those great nations to which the human taste owes art, science, taste, civil and intellectual freedom, when we say that the stock bequeathed by them to us has been so carefully improved that the accumulated interest now exceeds the principal. We believe that the books which have been written in the languages of Western Europe during the last two hundred and fifty years, are of greater value than all the books which at the beginning of that period were extant in the world. With the modern languages of Europe, English women are at least as well acquainted as English men. When, therefore we compare the acquirements of Lady Jane Grey and those of an accomplished young woman of our time, we have no hesitation in awarding the superiority to the latter. We hope that our readers will pardon this digression. It is long; but it can hardly be called unreasonable, if it tend to convince them that they are mistaken in thinking that their great-great-grandmothers were superior women to their sisters and wives.—*Macaulay.*

GLIMPSES OF EDUCATION IN THE EAST.

In reading lately a small volume of eastern travels,* we were much interested with the notices given of schools which the writer visited in different places. Mr. Anderson has evidently a kind regard for the young, and wherever he went seems to have observed their traits of character, and the circumstances of their training. While he has a direct and simple way, too, of addressing himself to youth, and drawing them into frank and confiding converse, his lucid and graceful style of composition enables us readily to realize what he describes. We fancy we hear him repeating *τυρω* to the bookseller's son of Syria, where he was enduring the horrors of the Lazaretto ere proceeding to Athens, which he wished to visit on his way to Jerusalem. From his account of Syria, we made the following extract:—

"Here there are some good shops, with the names of their owners in modern Greek above the doors. I stumbled here on a bookshop, or rather a store. I say stumbled, as it had no window, and I am not sure if the worthy bibliopole had even a sign. His store was crammed with books chiefly Greek and French. I am not sure that I discovered any in English. I saw, however, the 'Pilgrim's Progress,' and 'Robinson Crusoe,' in Greek. Rude though the copies were, and ruder still though the cuts were by which they were adorned, and in which Christian and Hopeful, Robinson and Friday figured, this

tribute to English piety and genius made up for the want of books in the English language. The old bookseller had a little boy who was at school, and who, when he came into the shop, brought with him his grammar. I astonished him by repeating part of the Greek verb *τυρω*. I made him read to me in Greek, and explain to me in Italian the words I did not understand. The little scholar was delighted to find himself thus transformed into a schoolmaster, and the old man was flattered by the homage paid to the talents of his son; and in this way I won his heart. After this, I was suffered to turn up all the books in his store, and even to lower the price with impunity. I spent some hours every day in his store, and would have spent some hours in the evening also, but the old man was evidently on the side of the 'Early Movement,' for his shop was regularly shut at 4, p.m. and not opened till 9 on the following day. I brought some of his books home, and as I look at them, very pleasant are the recollections they suggest of the old man and his little son. I visited several of the schools, which were well attended, well taught, and kept in excellent order. I examined a class of boys in history; they answered promptly and correctly, as the following instances will show:—

"Question. Who was Socrates?

"Answer. An Athenian and a philosopher.

"Q. Who was Epaminondas?

"A. A Theban, and a great captain.

"Q. Who was Aristides, and what was he remarkable for?

"A. An Athenian and a captain, who fought at Marathon; and for his love of justice, surnamed the Just.

"Q. Who was Demosthenes?

"A. An Athenian, and a great orator.

"Q. Who was Jesus Christ?

"A. The Son of God, and the Saviour of the world.

"I then said a few words to them, in which I exhorted them to imitate Socrates in wisdom, Epaminondas in courage, Aristides in his love of justice, Demosthenes in eloquence, and Jesus Christ in everything. They exclaimed, *καλη, καλη*, "Good, Good," and said that they would. I was much pleased with the appearance of these Greek boys, and with the attention paid to their education, which I regard as one of the most hopeful things in Greece."

The same benevolent interest in the young our traveller manifests throughout. The donkey boys of Cairo attract his Christian sympathies, in reference to whom he makes the following remark, the spirit of which it would be well for all our tourists in Egypt, and other lands, heartily to imbibe:—

"These donkey-boys are remarkably clever, and pick up the English language with great readiness. By coming into contact so frequently with the English, now that Egypt is the highway to India, and Cairo, the half-way house, they not only learn the language, but the manners of the English, and take an interest in England itself. How desirable is it that English travellers should see that the influence they bring to bear on these poor boys, is of a christianizing kind! They should remember that all which these boys learn from them, is carried to their homes, and has its influence, for good or evil, through them or others."

Even when visiting Thebes, and surveying those wondrous ruins that so engross the traveller's mind, the temple of Karnak, the palace of Luxor, and the tombs of the kings, and musing on the solemn grandeur of the Theban plain, Mr. Anderson is not forgetful of the children growing up in the Arabian villages that now stand within the boundaries of the ancient city:—

"Passing one afternoon through one of the narrow lanes of the modern Thebes, or as it is now called, El Luksor, "I came," he says, "upon an Arab school. The door was open, and without any apology, I entered. The boys, of whom there might be twenty, had on the abia, a kind of blue gown, which was their only covering. They were seated on the ground with slates in their hands, on which the master had written their lessons from the Koran, and these with a singing tone and a rocking movement of the body, they were reading. I asked the master, in the best Arabic I could muster, if they were good scholars. He said they were. In an evil moment, I took out a few paras and requested him to give them from Howagee to the best scholars. He put them into his bosom, or as he would say, into his pocket. At the sight of the paras, or rather at their sudden disappearance, the whole school started to their feet, threw away their slates, and surrounding me cried, 'Bakshish, bakshish!' Seeing the storm I had raised, and no prospect of laying it, I made for the door, but the scholars rushed after me into the street, shouting 'Bakshish, Howagee, Bakshish!' which they continued to do till I reached the Kalnjah. It may be easily believed I did not offer bakshish in an Egyptian school again."

It will be long ere such teaching as this can help to dispel the darkness that now rests on the "shore of the green old Nile."

Our next glimpse of school life is at Nazareth, where Mr. Anderson found four schools, three Christian and one Moslem. Conducted by his guide-boy, he visited two of them, and speaks of them thus:—

* Wanderings in the Land of Israel, &c., in 1850-1. By the Rev. John Anderson, Helensburgh. Collins, Glasgow.

"The first school we came to was a Turkish one. The children or boys rather, for there are no girls sent to the schools of the Mahomedans, sat in two rows on the ground, with slates in their hands, on which were written passages from the Koran in Arabic, which they were reading in a chanting tone, and committing to memory. The teachers, who were four in number, were seated round the dying embers of a fire, with long pipes in their hands, which they were laboriously smoking.

"Our next visit was to the school in connection with the Latin church of the Annunciation. It consisted of two classes, one of boys and the other of girls. The boys amounted to forty, the girls to thirty. They were both reading the Gospels in Arabic, and were remarkably quiet and orderly, and were well acquainted with the principal facts in our Lord's life. I told them, in a few words, that I was much pleased with their appearance and conduct, and that I hoped they would believe in, love, and study to be like Him of whom they were reading, and who, long, long ago, had been a little child, "subject to his parents in their own town of Nazareth."

As an additional character of the Moslem education, we will quote a conversation Mr Anderson had with his dragoman, Hassan Moosa:—

"Are your children at school, Hassan?" "The boys are." "What are they taught?" "Taught to read and write." "What do they read at school?" "First, simple words; then the Koran." "Do all boys learn to write?" "No, not all." "Do many?" "No, not many." "Can every *fikee* (schoolmaster) himself write?" "Not know, perhaps no." "What wages do you give the schoolmaster?" "Half a piastre (about a penny) for each boy, every Thursday." "Why do you pay the fikee on Thursday?" "Boys not go on Friday?" "Do you not send your girls to school?" "No, not girls." "Why?" "Girls not need to read, need to sew and work?" "Have you not schools in which girls are taught to sew?" "Yes." "Does your wife go to the mosque?" "No, women not go to the mosque." "Do not they need to pray as well as men?" "Yes, need to pray, but pray at home."

We close with extracting the following just and appropriate remark:

"I mention this conversation with Hassan to show how dark in Egypt and Mahomedan countries is the lot of women. Her love may be felt in the harem, but even there she sheds but a dim light, and exerts but a feeble influence in imbuing the minds, and forming the character of her children. On society at large she sheds no holy light, and exerts no blessed influence whatever. Judaism has had, and Christianity has had in still greater numbers, its great, gifted, and shining female characters. Of these, the Sarahs, the Deborahs, Esthers of the one, the Marys, Dorcas, the Persises, the Frys, the Hemanas of the other, Islamism has none."—*Scottish Educational Journal*.

JOURNAL OF EDUCATION,

Upper  Canada.

TORONTO: JULY, 1854.

*. Parties in correspondence with the Educational Department will please quote the number and date of any previous letters to which they may have occasion to refer, as it is extremely difficult for the Department to keep trace of isolated cases, where so many letters are received (upwards of 500 per month) on various subjects.

OFFICIAL CIRCULAR TO THE CHAIRMAN OF THE BOARD OF TRUSTEES OF EACH COUNTY GRAMMAR SCHOOL IN UPPER CANADA.

DEPARTMENT OF PUBLIC INSTRUCTION FOR UPPER CANADA.

EDUCATION OFFICE,

Toronto, 10th July, 1854.

SIR,—I herewith enclose you a blank form of return of the statistics of your County Grammar School for the first six months of the current year. On your causing this blank re-

turn to be filled up, signed by at least three of the Trustees of the School, and forwarding it to me at your earliest convenience, I will pay to the Treasurer of your county, subject to the order of your Board, one-half of the sum apportioned to said school for the current year.

2. On the back of the blank form of the return for the first six months of the current year, I have caused a blank form of a statistical report of your school for the last year (1853) to be printed, which I will thank you to have filled up, as far as possible, that some idea may be formed of the state of the Grammar Schools and Grammar School Fund before the present Act came into operation, and that I may be able to present in my forthcoming School Report for 1853, the condition of the Grammar, as well as of the Common, Schools, during that year.

3. The Regulations as to the programme of studies to be pursued in the Grammar Schools, and the text books to be used, could not be decided upon until the Senate of the University of Toronto had prescribed the subjects of examination for matriculation in any affiliated College of the University, in the terms of the 5th section of the Grammar School Act. Those subjects have been only recently prescribed by the Senate; and it is deemed but fair to all parties to allow the regulations heretofore existing for the management of Grammar Schools to continue during the remainder of the current year. Under these circumstances, the Council of Public Instruction for Upper Canada, (after a previous meeting of consultation on the subject) at a meeting held on Friday, the 7th instant, adopted the following regulations in respect to Grammar Schools for the current year, pursuant to the provisions of the Statute, 16 Vict., chapter 186:

"The subject of the regulations, management and detailed distribution of the Funds of the Grammar Schools under the amended Grammar School Act having been under the consideration of the Council of Public Instruction, the following regulations were adopted in the absence of information and statistics sufficient to effect the changes contemplated by the Act.

"Ordered,—I. That the County Grammar Schools of Upper Canada be conducted during the current year (1854) under the same regulations as those which have hitherto existed for their management. *The Boards of Trustees of such Schools providing at the same time for teaching in each Grammar School those subjects required to be taught by the 5th section of the Grammar Schools Amendment Act, 16 Vict., chapter 186.*

"II. That moneys apportioned from the Grammar School Fund in aid of the Grammar Schools be distributed this year in the same ratio as last year to the several Grammar Schools of each County, and be paid upon the same conditions and certificates as those on which such moneys have been hitherto paid.

"III. That candidates for Masterships of County Grammar Schools be examined as to their knowledge of, and ability to

* The following is the section of the Grammar School Act referred to:—V. And be it enacted, That in each County Grammar School, provision shall be made for giving instruction, by a teacher or teachers of competent ability and good morals, in all the higher branches of a practical English and Commercial education, including the Elements of Natural Philosophy and Mechanics, and also in the Latin and Greek languages and Mathematics, so far as to prepare students for University College, or any College affiliated to the University of Toronto, according to a programme of studies and general rules and regulations to be prescribed by the Council of Public Instruction for Upper Canada, and approved by the Governor in Council: Provided always, That no Grammar School shall be entitled to receive any part of the Grammar School Fund which shall not be conducted according to such programme, rules and regulations.

teach, the subjects, and books, or portions of books, in which the Senate of the University of Toronto requires candidates to be examined for honors and scholarships at matriculation in any College affiliated with that institution, as contemplated by the 5th section of the Grammar Schools Amendment Act, 16 Victoria, chap. 186. Which subjects of examination are as follows:—

GREEK AND LATIN LANGUAGES.

Homer, Iliad	B. I.
Xenophon, Anabasis	B. I.
or	
Lucian, Vita, and Charon.	
Cæsar, de bello Gallico,	Bb. V. and VI.
Virgil, Æneid,	B. II.
or	
Ovid, Fasti	B. I.
Translation from English into Latin Prose.	
<i>Additional for Honors and Scholarships.</i>	
Homer, Iliad	B. VI.
Homer, Odyssey	B. IX.
Xenophon, Anabasis,	Bb. II & III.
or	
Lucian, Menippus, and Timon.	
Horace, Odes	B. I.
Virgil, Æneid,	Bb. I. and III.
or	
Ovid, Fasti,	Bb. II and III.
Translation from English into Latin Verse.	

M A T H E M A T I C S.

ALGEBRA AND ARITHMETIC.

Ordinary rules of Arithmetic,
Vulgar and Decimal Fractions,
Extraction of Square Root,
First four rules of Algebra.

GEOMETRY.

Euclid, B. I.

Additional for Honors and Scholarships.

ALGEBRA.

Proportion and Progression,
Simple and Quadratic Equations.

GEOMETRY.

Euclid, Bb. II. III. and IV.

ELEMENTS OF NATURAL PHILOSOPHY.*

MECHANICS.

Explain the composition and resolution of statical forces.
Describe the simple machines (mechanical powers.)
Define the Centre of Gravity.
Give the general laws of motion, and describe the chief experiments by which they may be illustrated.
State the law of the motion of falling bodies.

HYDROSTATICS, HYDRAULICS, AND PNEUMATICS.

Explain the pressure of liquids and gases; its equal diffusion, and variation with the depth.
Define specific gravity, and show how the specific gravity of bodies may be ascertained.
Describe and explain the barometer, the siphon, the common pump and forcing-pump, and the air-pump

* A popular knowledge only of these subjects is required.

ACOUSTICS.

Describe the nature of sound.

OPTICS.

State the laws of reflection and refraction.
Explain the formation of images by simple lenses.

ASTRONOMY.

Motion of the Earth round its axis and round the Sun; with applications of these motions to explain the apparent movements of the Sun and Stars, the length of days, and the change of seasons—explanation of Eclipses and the Moon's Phases.

ELEMENTS OF CHEMISTRY.

Properties of matter, aggregation, crystallization, chemical affinity, definite equivalents.

Combustion, flame; nature of ordinary fuel; chief results of combustion—*i. e.*, the bodies produced.

Heat: natural and artificial sources; its effects. Expansion; solids, liquids, gases. Thermometer: conduction; radiation; capacity; change of form; liquefaction; steam.

The Atmosphere: its general nature and condition; its component parts. Oxygen and nitrogen: their properties. Water and carbonic acid. Proportions of these substances in the air.

Chlorine and iodine, as compared with oxygen.

Water: its general relation to the atmosphere and earth; its natural states and degree of purity. Sea water, river water, spring water, rain water. Pure water: effects of heat and cold on it; its compound nature; its elements.

Hydrogen: its proportion in water; its chemical and physical properties.

Sulphur, phosphorus, and carbon generally.

Nitric acid, sulphuric acid, carbonic acid, hydrochloric acid their properties and uses.

Alkalies, earths, oxides generally.

Salts: their nature generally. Sulphates, nitrates, carbonates.

Metals generally—iron, copper, lead, tin, zinc, gold, silver, platinum, mercury.

The chief proximate elements of vegetable and animal bodies; their ultimate composition.

MODERN LANGUAGES.

ENGLISH.

Grammar and Composition.

FRENCH.

Grammar, and translation from French into English.

Additional for Honors and Scholarships.

Rendering of English verse into prose.

Composition.

Fenelon, Dialogues des Morts,

Moliere, Les Fourberies de Scapin.

HISTORY AND GEOGRAPHY

Outlines of English History to present time

“ Roman “ to death of Nero.

“ Grecian “ to death of Alexander.

“ Ancient and Modern Geography.

Additional for Honors and Scholarships.

Egyptian History to death of Cleopatra.

History of Spain and Portugal in the reign of Ferdinand and Isabella.

"IV. That in pursuance of the second clause of the eleventh section of the said Grammar Schools Amendment Act, the following gentlemen be appointed a Committee of Examiners for Masterships of County Grammar Schools, namely,—The Head Master of the Normal School; F. W. Barron, Esq., M. A., Principal of Upper Canada College, and the Rev. W. Ormiston, A. B., Second Master of the Normal School."

4. The Grammar Schools Amendment Act will be found in the *Journal of Education* for the present month; and a copy of it will be forwarded to you as soon as it is printed in pamphlet form.

5. As the subject of Text Books, to be used in the Grammar Schools, will shortly engage the attention of the Council of Public Instruction, I will thank you to favor me, as soon as convenient, with a list of the Text Books used in your Grammar School, in teaching the elements of the Greek and Latin Languages, Algebra and Geometry, with such remarks and suggestions on the subject of Text Books as you and the Master your Grammar School may think proper to make. I will also thank you for a copy of any regulations under which your Grammar School has been hitherto conducted.

I have the honor to be, Sir,

Your Obedient Servant,

E. RYERSON,

Chief Superintendent of Schools.

UTILITY OF CLASSICAL STUDIES.

The following episode in a recent speech on the government of India, by the Right Hon. T. B. Macaulay, will be read with interest:

In the concluding passage of it, he replied so eloquently and conclusively to a position taken by Lord Ellenborough, in the House of Lords, in regard to University Education as *disqualifying* young men for the active duties of life,—and his remarks are so pertinent to similar suggestions which we occasionally meet here,—that we copy them in full:

MR. MACAULAY said: My Right Honorable friend, Sir C. Wood, proposes that all places in the civil service—all admissions to the civil service, shall be distributed among young men by *competition in those studies* (as I understand the plan) *which constitute a liberal British education*. That plan was originally suggested by Lord Grenville, in a speech which, though I do not concur in every part of it, I would earnestly recommend every gentleman to read, for I believe that since the death of Burke, nothing more remarkable has been delivered. Nothing, however, on this point was then done, and the matter slept till 1833, when my friend, Lord Glenelg, the purest and most disinterested of men, proposed the adoption of a plan not altogether framed according to his views, but still a plan which would have introduced this principle of competition. Upon that plan, twenty-nine years ago, I remember speaking here. I ought not to say here, for the then House of Commons was burnt down, and of the audience I then addressed the greater part has passed away. But my opinion on that subject has always been the same. [Hear, hear.] The bill was passed, but difficulties arose with respect to the enactments I have just referred to, and they were repealed, and the patronage continued to run in the old course. It is now proposed to introduce this principle of competition again, and I do most earnestly entreat this House to give it a fair trial. [Hear.] I was truly glad to hear the noble lord, who proposed the present amendment, express approval of the general principle of that part of the bill. I was glad, but not surprised at it, for it is what I should expect from a young man of his spirit and ability, and recent experience of academical competition. [Hear, hear.] But I must say I do join with the honorable member for Kidderminster, in feeling some surprise at the manner in which that part of the plan has been spoken of by a nobleman of great eminence, once President of the Board of Control, and Governor General of India, and of very distinguished ability as a statesman. If I understand the opinions imputed to that noble lord, he thinks the proficiency of a young man in those pursuits which constitute a liberal education is not only no indication that he is likely in after life to make a distinguished figure,

but that it positively raises a presumption that in after life he will be overcome in those contests which then take place. I understand that the noble lord is of opinion, that young men gaining distinction in such pursuits, are likely to turn out dullards, and utterly unfit for the contests of active life, and, I am not sure, that the noble lord did not say that it would be better to make boxing or cricket a test of fitness than a liberal education.

I must say that it seems to me that there never was a fact better proved by an immense mass of evidence, by an experience almost unvaried, than this—that men who distinguish themselves in their youth above their contemporaries in academic competition, almost always keep to the end of their lives the start they have gained in the earlier part of their career. This experience is so vast that I should as soon expect to hear any one question it as to hear it denied that arsenic is poison, or that brandy is intoxicating. Take the very simplest. Take down in any library the Cambridge *Calendar*. There you have the list of honors for a hundred years. Look at the list of wranglers, and of junior optimes, and I will venture to say, that for one man who has in after-life distinguished himself among the junior optimes, you will find twenty wranglers. Take the Oxford *Calendar*; look at the list of first-class men, and compare them with an equal number of men in the third class, and say in which list you find the majority of men who have distinguished themselves in after-life. But, is not our history full of instances which prove this fact? [Hear, hear.] Look at the Church, the Parliament, or the Bar. Look to the Parliament from the times when Parliamentary Government began in this country—from the days of Montagu and St. John to those of Canning and Peel. You need not stop there, but come down to the time of Lord Derby, and my Right Honorable friend the Chancellor of the Exchequer. [Hear, hear.] Has it not always been the case, that the men who were first in the competition of the schools have been the first in the competition of life? [Hear, hear.] Look also to India. The ablest man who ever governed India was Warren Hastings, and was he not in the first rank at Westminster? [Cheers.] The ablest civil servant I ever knew in India was Sir Charles Metcalfe, and was he not a man of the first standing at Eton? The most distinguished member of the aristocracy who ever governed India was Lord Wellesley. What was his Eton reputation? What was his Oxford reputation? [Hear, hear, hear.] But I must mention—I cannot refrain from mentioning—another noble and distinguished Governor General. A few days ago, while the memory of the speech to which I have alluded was still fresh in my mind, I read in the *Musee Cantabrigienses* a very eloquent and classical ode, which the University of Cambridge rewarded with a gold medal. The subject was the departure of the house of Braganza from Portugal for Brazil. The young poet, who was then only seventeen, described in a very Horatian language and versification the departure of the fleet, and pictured the great Portuguese navigator, Vasco de Gama, and the great Portuguese poet, Camoens, hovering over the armament which was to convey the fortunes of the Portuguese monarch to a new hemisphere; and with pleasure, not altogether unmingled with pain, I read at the bottom of that composition the name of Hon. Edward Law, of St. John's College. I must say I saw with considerable pleasure that the name of Lord Ellenborough may be added to the long list of those distinguished men who, in early youth have, by eminent academical success, given an augury of the distinguished part which they were afterwards to play; and I could not but feel some concern and some surprise, that a nobleman so honorably distinguished in his youth by attention to those studies should, in his maturer years, have descended to use language respecting them which I think would have better become the lips of Ensign Northerton, or the captain in Swift's poem, who says:

"Your Novels and Bluturchs, and Omurs and stuff,
By George, they don't signify this pinch of snuff;
To give a young gentleman right education,
The army's the only good school in the nation."

[Laughter.] The noble lord seemed, from his speech, to entertain that opinion. [A laugh.]

"My schoolmaster called me a dunce and a fool,
But at cuffs I was always the cock of the school."

[Loud laughter.]

But if a recollection of his own early academical triumphs did not restrain the noble Earl from using this language, I should have thought that his filial piety would have had that effect. I should have thought that he would have remembered how eminently splendid was the academical career of that great and strong-minded magistrate, the late Lord Ellenborough; and, as I have mentioned him, I will say, that if there be in this world a trying test of the fitness of men for the competition of active life, and of the strength and acuteness of their practical faculties, it is to be found in the contests of the English bar. Look at Lord Mansfield, Lord Eldon, Lord Stowell, Sir Vicary Gibbs, Lord Tenderden, and Lord Lyndhurst. Take either the common law or the equity bar. The present Lord Chief Baron was senior wrangler; Mr. Baron Alderson was senior wrangler; Mr. Justice Maule was

senior wrangler; Mr. Baron Parke was eminently distinguished at the university for his mathematical and classical attainments; Mr. Baron Platt was a wrangler; and Mr. Justice Coleridge was one of the most eminent men of his time at Oxford. Then take the equity bar. The Lord Chancellor was a wrangler; Lord Justice Sir George Turner was high in the list of wranglers; all the three Vice-Chancellors were wranglers; Sir Lancelot Shadwell was a wrangler, and a very distinguished scholar; my friend, Sir James Parker, was a high wrangler, and a distinguished mathematician. Can we suppose that it was by mere accident they obtained their high positions? Is it possible not to believe that these men maintained through life the start which they gained in youth? And is it an answer to these instances to say that you can point—as it is desirable you should be able to point—to two or three men of great powers, who, having neglected the struggle when they were young, have afterwards exerted themselves to retrieve lost time, and have sometimes overtaken and surpassed those who had got far in advance of them? Of course, there are such exceptions. Most desirable is it that there should be, and that they should be noted, in order to encourage men who, after having thrown away their youth, from levity or love of pleasure, may be inclined to throw their manhood after it, in despair; but the general rule is beyond all doubt, that which I have laid down. It is this—that those men who distinguish themselves most in academical competition, when they are young, are the men who, in after life, distinguished themselves most in the competition of the world.

THE GREEK AND LATIN AUTHORS COMPARED.

The following eloquent passage is from Sir Edward Bulwer Lytton's address before the Associated societies of the Edinburgh University:

"Dignity and polish are the especial attributes of Latin literature in its happiest age; it betrays the habitual influence of an aristocracy, wealthy, magnificent, and learned. To borrow a phrase from Persius—its words sweep long as if clothed with the toga. Whether we take the sonorous lines of Virgil, or the swelling periods of Cicero, the easier dignity of Sallust, or the patrician simplicity of Cæsar, we are sensible that we are with a race accustomed to a measured decorum, a majestic self-control, unfamiliar to the more lively impulse of small Greek communities. There is a greater demarcation between the intellect of the writer and the homely sense of the multitude. The Latin writers seek to link themselves to posterity rather through a succession of select and well bred admirers than by cordial identification with the passions and interests of the profane vulgar. Even Horace himself, so brilliant and easy, and so conscious of this *monumentum ære perennius*, affects disdain of popular applause, and informs us with a kind of pride that his satires had no vogue in the haunts of the common people. Every bold school-boy takes at once to Homer, but it is only the experienced man of the world who discovers all the delicate wit, and the exquisite urbanity of sentiment, that win our affection to Horace in proportion as we advance in life. In short, the Greek writers warm and elevate our emotions as man—the Latin writers temper emotions to the stately reserve of high-born gentlemen. The Greeks fire us more to the inspirations of poetry, or (as in Plato and parts of Demosthenes) to that sublimer prose to which poetry is akin; but the Latin writers are perhaps on the whole, though I say it with hesitation, safer models for that accurate construction and decorous elegance by which classical prose divides itself from the forms of verse. Nor is elegance effeminate, but on the contrary nervous and robust, though, like the statue of Apollo, the strength of the muscle is conceded by the undulation of the curves. (Applause.) But there is this, as a general result from the study of ancient letters whether Greek or Roman: the both are the literature of grand races, of free men and brave hearts; both abound in generous thoughts and high examples; both, whatever their occasional license, inculcate upon the whole the habitual practice of many virtues; both glow with the love of country; both are animated by the desire of fame and honor. Therefore, whatever be our future profession and pursuit, however they may take us from the scholastic closet, and forbid any frequent return to the classic studies of our youth, still he, whose early steps have been led into that land of demi-gods and heroes, will find that its very air has enriched through life the blood of his thoughts, that he quits the soil with a front which the Greek has directed towards the stars, and a step which imperial Rome has disciplined to the march that carried her eagles round the world." (Loud applause.)

Miscellaneous.

EDUCATE THE PEOPLE.

The principal object to be kept steadily in view, in the promotion of the cause of popular education, is to impress on the mind of the

whole people a proper sense of its importance. The parent should consider it as the well-spring of happiness for his children; and the citizen should regard it as the source of prosperity of the State. When the parent looks up to the highest offices of the country, and is dazzled with the honors, emoluments, and influences of official power; when he contemplates those distinguished characters in the world's history, who rise from, and tower above, the great mass of mankind, and almost hopelessly covets, for his offspring, the same life of illustrious virtue, let the words of encouragement be to him, *Educate your children*, and there is no honor, or office, to which they may not aspire!

If, when feeling the distress of poverty, he looks with envy upon the comforts of those who revel in the fancied enjoyments of wealth,—or if, when shut out from those intellectual pleasures which Knowledge opens to her votaries, he repines at the hard fate to which ignorance has consigned him, the reflection, that, by the *education of his children*, he is providing for the well-being of those, who are of him, and are to live after him, will be to him, at once, a solace in his distress, and a source of unalloyed enjoyment.

The citizen often complains of the enactment of unwise and unwholesome laws, and of the want of proper remedial measures for the protection of the interests of society. He alleges, and sometimes not without reason, that his rights have been sacrificed by the incapacity of a jury. The answer to him should be,—*Educate the people*. Jurors will then become virtuous and intelligent, and the conflicting rights of individuals will be adjudged according to the law and the evidence.

Smarting under the disappointment of political defeat, he sometimes inveighs against the institutions of his country, and affects to doubt the capacity of man for the duty of self-government. Let the reply to this complaint be,—*Educate the people!* They can then perform their governmental duties according to the design of the framers of the Constitution, and improvement will succeed improvement, as the people progress in intelligence and virtue.

Fears are, at times, entertained by him, that the rapid influx of a foreign population, ignorant of our laws and hostile to our institutions, may debase our morals and overthrow our government. Law may, perhaps, delay, and even prevent such a catastrophe; but, in the education of the people, a barrier is erected, against which the waves of foreign ignorance and vice may break and foam in vain.

Let views of this kind be so thoroughly impressed upon the popular mind, that men shall proceed to act upon a conviction of their truth, and we shall soon behold a change in the education of the rising generation. The people will then unite with interest in the formation of the youthful character. The means of education will be increased, "books which are books" will be furnished, as food for the mind, the zeal of the teacher will be quickened by encouragement, his character will be elevated, and those persons who have hitherto stood aloof from this field of labor, will commence, with a new energy, in the work of usefulness.—*Ninth Report of Mass. Board of Education.*

It is better to throw a guard about the baby's cradle than to sing a psalm at a bad man's death bed; better to have a care while the bud is bursting to the sun than when the heat has scorched the heart of the unguarded blossom.—*Sterne.*

SOLEMN THOUGHT.

We see not, in this life, the end of human actions: their influence never dies: in ever widening circles, it reaches beyond the grave. Death removes us from this to an eternal world. Every morning, when we go forth, we lay the moulding hand on our destiny; and every evening, when we have done, we have left a deathless impress upon our character. We touch not a wire but vibrates in eternity: we speak not a word, we have not even a thought, which is not reported at the throne of God. Let youth, especially, think of these things; and let every one remember that in this world, where character is in its forming state, it is a serious thing to think, to speak, to act.—*Ohio Journal of Education.*

RECEIPT FOR MAKING COMPOSITION BLACK-BOARD ON THE WALLS OF SCHOOL ROOMS.

For 20 square yards of wall:—take 3 pecks of Masons' Putty; 3 ditto of clean sand; 3 ditto of ground plaster; 3 pounds of lamp-black, mixed with 3 gallons of alcohol.—*Note.*—The alcohol and lamp-black must be mixed before it is put into the plaster. This sort of Black-board is in use in the Normal and Model Schools, Toronto, and has in every respect answered the purpose admirably. A cloth or lamb-skin wiper should be used to clean the black board. A narrow trough should also be placed below the black board to receive the chalk and wiper.

RECREATION NECESSARY TO HEALTH.

It is generally recognised and admitted that deprivation of air and exercise is a great evil: but it is not so well known that abstinence from occasional recreation or amusement is also an evil of no slight magnitude. It is, however, a primary law of the economy that no organ can maintain its integrity without regular recurrent periods of activity and rest. In the case of the muscular system, if any muscle or set of muscles ceases to be used, it wastes and disappears; but if it be used too much it becomes strained and loses its power. It is the same with the nervous system: if the brain be never exercised, its energy is impaired; but if it be over-exercised, its energy is exhausted. If, when a person takes a very long walk, he returns home fatigued, and finds that his muscles are temporarily thrown into a wrong or disordered condition; and if he continues this process of fatiguing himself every day, after a certain time he becomes thoroughly knocked up, ill, and incapable of undergoing a common amount of exertion. So it is with the brain. If an individual keep his attention upon the stretch for an undue number of hours, he experiences, at the expiration of his task, brain-fatigue, loss of mental power, and a sensible necessity for rest; and if this individual persevere, day after day, month after month, year after year, in subjecting his brain, without intermission or repose, to extreme fatigue, he will be setting up a peculiar state, which is, unhappily common in these times, and is known by the name of congestion of the brain. The activity of any organ causes a flow of blood towards itself. If a person raise his arm by the action of the deltoid muscle, that action or contraction of the muscle produces a determination of blood to its interior; and if a person think, the act of thought causes a flow of blood to the brain; but if a person think intently, this flow of blood is often very perceptible, for the head becomes hot and a sensation of throbbing about the temples, or in the head itself is experienced. Now, when a man undergoes too much brain work, a constant and considerable flow of blood to the head occurs, which may become chronic or permanent, and produce that condition which is called determination of blood to the head—a condition which not unfrequently ends in apoplexy or paralysis. Congestion of the brain is one of the most prevailing diseases that torture humanity.—*Journal of Health.*

"THE LONDON TIMES"

The London correspondent of the Boston Post, gives the following information relative to the Times newspaper:

It may seem very strange to an American that no other newspaper in England, none other in fact in Europe, can bring to its support an array of talent at all comparable to the Times; but it is nevertheless true. Other newspapers may receive the highest government patronage, may be supported by all the strength of public sentiment, may enlist the cleverest men of the age as their contributors, may be backed by an almost exhaustless amount of capital, and be conducted by the most sagacious men of the land, but they fail both to come up to the standard of the Times, and to command in an equal degree the public attention. How long this pre-eminence may be held by that paper, it is impossible to conjecture. As everything human is mutable, the day will probably come when the proud position it occupies will be disputed by successful rivals; but to all appearance that day is far off. Its corps of editors, of reporters, of foreign and domestic correspondents and of managers, constitute an army—not one individual of whom ever acknowledges his connection with that paper. It is often whispered at public dinners and other gatherings, that such and such a person connected with the Times is present, but the individual who will confess to the soft impeachment is never found. The *stat nominis umbra* of the editor of the Times is as impenetrable as the author of Junius. It is said that no one person claims that position—that its leaders are written for a stipulated sum by men who never enter its sanctum—and that more communications from the first writers of Great Britain are rejected from its columns than are furnished for all the other papers and periodicals in the kingdom.

OBJECT OF COLLEGIATE EDUCATION.

The main features of the collegiate system appear to be a substratum, required alike of all, formed by the contemporaneous study of the ancient classics, (the latin and the greek languages and their literature,) and of mathematics; to which a provision is made for adding, with some variety according to circumstances, a knowledge of the sciences successively drawn on resources, wholly unforeseen. Facts developed, and of their applications to the useful purposes of life.

All knowledge, like the bays and inlets of the ocean, is connected and dependent; and the stress of an occasion may, at any time, require us to lean on points of support, and two of this kind are of daily occurrence among the elevated walks and stirring scenes of life. A thorough college training, other things being equal, will enable its possessor, placed in such contingencies, to outstrip his competitors, who have not that training; he will have confidence in his own resources

and feel the consciousness of power:—furnished generally for self-mastery, with elevated tastes and aspirations, he appears a man, and difficulties and men give way before him. All subjects in Education are instruments, not ends; and their value is to be estimated by their bearing, first and mainly, on education; and through that chiefly on practical life. It might be difficult, in some cases, to say what particular portions of college studies have remained to be of direct use in the business of life: but there is something left, the fruit of them, which is of direct use,—viz., the ability and habit of applying the mind vigorously and successfully in any direction to which the business of life may call,—acuteness and energy on the one hand, refinement and grace on the other. Could any result be more practical, more directly useful?

The proper object of collegiate education is the knowledge of principles and causes,—rather than of facts, which belongs to a specific education. The one is fundamental to the other. If the foundation be broad, deep and substantial, the superstructure, whatever its specific designation is secure. Professional education, commencing its adventurous career at the point where the college curriculum has completed its functions, can be rendered as specific and definite as we wish, and efficient to some purpose. And here is the true point of divergence. The college suits all alike, affording the substratum which all intellectual pursuits require. To limit its usefulness to what are called learned professions, those of law, medicine, and theology, is but tacitly confessing that other professions are not intellectual, and require no high exercise of mind. So weak and shallow an imputation this busy age will not even stop to refute or consider; and even its haste and enterprise, so eager for tangible and immediate results, cannot wholly overlook the genial and productive influence of superior preparation in all the active departments of life.—*Rev. Dr. Manly, President of Alabama University.*

USES OF FAIRY LITERATURE.

It would be hard to estimate the amount of gentleness and mercy that has made its way among us through these slight channels. Forbearance, courtesy, consideration for the poor and aged, kind treatment of animals, the love of nature, abhorrence of tyranny and brute force—many such good things have been first nourished in the child's heart by this powerful aid. It has greatly helped to keep us, in some sense, ever young, by preserving through our worldly ways one slender track not overgrown with weeds, where we may walk with children, sharing their delights. In an utilitarian age, of all other times, it is a matter of great importance that Fairy tales should be respected. To preserve them in their usefulness, they must be as much preserved in their simplicity and purity, and innocent extravagance, as if they were actual fact. Whosoever alters them to suit his own opinions, whatever they are, is guilty to our thinking, of an act of presumption, and appropriates to himself what does not belong to him.—*Household Words.*

BREAKING THE RULES OF SCHOOL.

Three brothers are confined in the Ohio Penitentiary, two for seven years, and one for three. They, with others, had formed a secret society for the purpose of carrying on a regular business in house-breaking, the plan of which was found in their pockets when they were arrested.

Now it is well for every boy to know what the apprenticeship of such a business was, and let him mark it seriously. *They began law-breaking by violating and defying the just rules of school.*

CAPITAL FOR THE YOUNG.

It is a consolation for all right minded young men in this country, that though they might not be able to command as much pecuniary capital as they would wish to commence business themselves, yet there is a moral capital which they can have, that will weigh as much as money with those people whose opinion is worth having. And it does not take a great while to accumulate a respectable amount of this capital. It consists in truth, honesty and integrity; to which may be added, decision, courage and perseverance. With these qualities there are few obstacles which cannot be overcome. Friends spring up and surround such a young man as if by magic. Confidence flows out to him, and business accumulates on his hands faster than he can ask it. And in a few short years such a young man is far in advance of many who started with him, having equal talents, and larger pecuniary means; ere long our young friend stands foremost, the honored, trusted and loved. Would that we could induce every youthful reader to commence life on the principle that moral capital is the thing after all.

IGNORANCE VS. KNOWLEDGE—Ignorance pays such a tax that we can't imagine how any body can afford to be a blockhead. McCracken works for a dollar a day, while Spring, his neighbour, commands 20 shillings. A wide difference, and all caused by Spring's knowing how

to read, write and cipher.—From these figures it will be seen that McCracken's want of knowledge costs him four hundred dollars a year—which shows that ignorance costs him more than his wife and children, house rent inclusive.—*N. Y. Dutchman.*

TEACH CHILDREN TO HELP THEMSELVES.

The thoughtless Mother who hourly yields to the requests—"Mamma, tie my pinafore," "Mamma, button my shoe," and the like, cannot be persuaded that each of these concessions is detrimental; but the wiser spectator sees that if this policy be long pursued, and be extended to other things, it will end in hopeless dependency. The teacher of the old school who showed his pupil the way out of every difficulty, did not perceive that he was generating an attitude of mind greatly militating against success in life. Taught by Pestalozzi, however, the modern instructor induces his pupil to solve the difficulties himself; believing that in so doing, he is preparing him to meet the difficulties which, when he goes into the world, there will be no one to help him through; and finds confirmation for this belief, in the fact, that a great portion of the most successful men are self made.

Herbert Spencer.

WORTHY OF IMITATION.—"Not long since," says a correspondent of the *New York Teacher*, "we were conversing with a prominent teacher, and sought to detain him a little longer than his business seemed to warrant. I cannot stop now," said he, "I must be at my school-room." "Are you always thus prompt?" we inquired. "Yes," said he, "and that is the best way I know of to teach my pupils to be always in time. I have not been a moment behind the time in commencing my school in two years, and during the six years I have been a teacher, I have never lost fifteen minutes, all told, from my school-room by being late." As he left us we thought we had discovered *one reason*, at least, why our friend was a successful teacher."

The progress of knowledge is slow. Like the sun, we cannot see it moving; but after a while we perceive that it has moved, nay, that it has moved onward.

THE AMERICAN CHARACTER.—I cannot tell whether I rightly know the American character, but of this I am certain, that what I do know of it is more beautiful and more worthy to be loved than any other that I am acquainted with in the world. Their hospitality and warm-heartedness, when their hearts are once warmed, are really overflowing, and know no bounds. And as some travellers see and make a noise about their failings, it is very well that there should be somebody who, before any thing else becomes acquainted with their virtues. And these failings of theirs, as far as I can yet see their national failings, may all be attributed principally to the youthful life of the people. In many cases I recognize precisely the faults of my own youth—the asking questions, want of reflection, want of observation of themselves and others, a boastful spirit and so on. And how free from these failings, and how critically alive to them are the best people in this country. America's best judges and censors of manners are Americans themselves.—*Fredrika Bremer.*

WEDDING RINGS.—The singular custom of wearing wedding rings appears to have taken its rise among the Romans. Before the celebration of their nuptials, there was a meeting of friends at the house of the lady's father, to settle the articles of the marriage contract, when it was agreed that the dowry should be paid down on the wedding day or soon after. On this occasion there was commonly a feast, at the conclusion of which, the man gave to the woman a ring as a pledge, which she put on the fourth finger of her left hand because it was believed that there was a nerve reaching from thence to the heart; and a day was then fixed for the marriage.

RIDICULE.—The talent of turning men into ridicule, and exposing to laughter those one converses with, is the gratification of little minds and ungenerous tempers. A young man with this cast of mind, cuts himself off from all manner of improvement.—*Addison.*

Educational Intelligence.

CANADA.

MONTHLY SUMMARY.

Advantages of our Common School System.—The writer of a recent political letter in one of the Toronto daily papers thus refers to the grand characteristic of our Common School System. May it long be distinguished as the oasis in our civil society where the patriotic of every party can congregate and where the youth of every creed can slake their intellectual thirst in

peace and harmony:—"One great advantage of the common school system, and with many it is the only one which obtains for it their support, is that it brings the different classes of the community, without regard to creed or other adventitious distinctions, together; and thereby creates among the pupils a community of feeling and sentiment which could not otherwise be obtained, and which must hereafter be of the most signal advantage to the country."

STATE OF EDUCATION IN LOWER CANADA.

A document of considerable interest has been lately published on the subject of Education. It is a set of Statistical Tables, drawn up by Dr. Meilleur, the Chief Superintendent of Education in Lower Canada for the year 1853. The exhibit is in the highest degree gratifying, and shows that education in that part of the Province is in steady progress, and that the "habitans," as a class are likely to come up to their due place in the national attainments on this head.

The particulars furnished under their separate heads in these tables show that there are 2,352 Educational Institutions, giving instruction to 108,284 young persons. Of these Institutions, 2,114 are primary schools. 67 model, 53 marked as "Principal" Girls' Schools, 19 Academies or Educational houses, preparatory to a clerical course, 14 Classical Colleges, and 44 Convents. There are also 85 Independent Schools. The relative numbers of the pupils as found among these various Institutions is as follows:—The Primary Schools contain 92,275; the Model, 3,524; the Principal Girls' Schools 3,041; the Academies, 1,169; the classical Colleges, 2,110; the Convents, 2,786; and the Independent schools 4,923. The Tables also exhibit the relative progress of all these pupils: the number of the A. B. C. classes—viz, those who can know their letters familiarly is 55,331, more than one half the whole number; those who read well, 27,867, considerably above a quarter of the number of scholars. Of those able to write we consider the number astonishingly large, being 50,072, or nearly one-half of the whole number of pupils; little less than the whole number of A. B. C. darians, and nearly double the number of those who can read well! The ambition of writing must be unprecedentedly great in that division of the Province, and it seems difficult to account for these disproportions. In Simple Arithmetic there are 18,281; in Compound—that is, we presume, those past the five elementary rules—12,448; in Geography 12,185; and in History 6,738; Grammar, French, 15,353; and English 7,066—a proportion not discredit-able to the latter when the difference in the respective populations is considered. The whole number knowing the analysis of speech is stated at 4,412 which would seem to show that the advancement in grammar is not great, when we consider that the Academies furnish 1,169, and the Model Schools 3,524. The number of male teachers in all the schools is 808, and of the female 1,402—together 2,212 or about 50 to each teacher. The amount of grants is collectively £27,434 18s. 6d. and the amount of contributions £41,462 1s. This last is independent of fuel and of teacher's board generally furnished, and which, it is supposed, carry the contributions virtually to the value of not less than £50,000.

In relative progress in this over the former year we find the Educational Institutions taken together have increased by the number of 75; in the number of scholars the augmentation is 10,792.

The Chief Superintendent speaks in terms of strong confidence of the aspect of the cause of Education in Lower Canada, in which we feel sure he will be joined by every well wisher to the country whatever may be his political party or religious distinction.—*Leader.*

BRITISH AND FOREIGN.

MONTHLY SUMMARY.

The Duke of Wellington has announced his intention to give annually a gold medal of his father, as a reward for historical proficiency in the Norwich Grammar School. . . . The vicar of Newcastle-upon-Tyne has proposed a scheme for building ten new schools in that town, at a cost of £20,000. The proposal has been adopted at a large public meeting, at which the vicar announced that the Bishop of Durham had promised a subscription of £250, and that some other sums had been collected; and as they might probably expect about £7,000 from the Privy Council, there would be £12,000 required to be raised by voluntary contributions. . . . Lord Palmerston, the versatile and indefatigable home secretary has lately caused the following characteristic letter to be addressed to the Secretary of the Privy Council Committee on Education:—"Sir,—I am requested by Viscount Palmerston to request that you will submit to the Committee of Council on Education,

for their consideration, that one great fault in the system of instruction in the schools of the country lies in the want of proper teaching in the art of writing. The great bulk of the middle and lower orders write hands too small and indistinct, or do not form their letters; or they sometimes form them by alternate broad and fine strokes, which make the words difficult to read. The handwriting which was generally practised in the early part and middle of the last century was far better than that now in common use; and Lord Palmerston would suggest that it would be very desirable that the attention of schoolmasters should be directed to this subject, and that their pupils should be taught rather to imitate broad printing than fine copperplate engraving.—I am, &c. A. WADDINGTON.—Whitehall, May, 24." This is a fit pendant to Lord Ashburton's lecture on the need for teaching "common things."

UNITED STATES.

MONTHLY SUMMARY

An eminent merchant of New York, Mr. Cooper, proposes to erect at his own cost an institution in that city, to be called the "Cooper Institute," and to be devoted to the promotion of science and art among all classes of the citizens. Cooper's proposed outlay for the Institute will amount to \$500,000. Such instances of noble generosity now becoming frequent in the Republic are only equalled by that of a Gresham, an Owen or a Wandesford in England, and are worthy of admiration and imitation in Canada. . . . The legislature of Connecticut has concurred in a resolution to appropriate \$10,000 of the public funds in aid of the Wesleyan University in that State, provided the proposed endowment of \$90,000 be raised by subscription by the friends of the institutions, thus increasing the contemplated endowment to \$100,000. . . . The Colleges in the United States number 120; of these 16 are under the direction of the Baptists; 7 are Episcopalian; 13 are Methodist; 11 are Roman Catholic; while in most of the remainder the religious sect having control, is either Presbyterian or Congregationalist. These 120 colleges have 1,000 professors, and about 11,700 students. In the New England Colleges last year, there were 2,163 students, of whom about one-sixth were reported as preparing to become clergymen.

Literary and Scientific Intelligence.

MONTHLY SUMMARY.

The Rev. Dr. O'Meara, of Mohnatooahng, Lake Huron, has just completed a translation of the New Testament into the Language of the Ojibwa Indians, under the patronage of the Christian Knowledge Society of London. . . . The Rev. Dr. Ryerson, of Canada, has been elected a corresponding member of the New York Historical Society. . . . Chevalier Bunsen, who has long been distinguished in England for his Literary, as much as for his diplomatic abilities, has recently resigned the post of Prussian Ambassador, into the hands of his Sovereign. Pro-Russian intrigue, at Berlin, is stated to be the cause of this step. . . . Electrical communication has been effected between the Observatory of Paris, with that of the Observatory of Greenwich. . . . Martine has lately been engaged in writing a series of Biographical Sketches of all the eminent characters that have appeared. . . . Madam Sontag, the celebrated Singer, died on the 16th of June, from an attack of Cholera, while on her way from the City of Mexico, to Vera Cruz. . . . "The Storm Birds" is the name of a collection of vigorous songs, which have just appeared in Stockholm. One of them is entitled "Sir Charles Napier;" it is full of energy. . . . A French inventor has contracted for the erection of a large hydraulic machine at the Crystal Palace, by which 1,000 pints of tea and coffee may be made per hour. The hot water will be supplied by a steam engine outside the building. . . . The Earl of Rosse (celebrated as the author of the monster telescope), who has been president since 1848, when he succeeded the late Marquis of Northampton, will resign his office at the ensuing anniversary of the Royal Society, in November next; and Lord Wrottesley, who enjoys a very extensive astronomical reputation, and has already acted as one of the Society's vice-presidents, will be put in nomination as Lord Rosse's successor. . . . One column of advertising in the London Times is worth £8000 a year to the proprietors. The surplus profits of the Times, are £80,000 a year, sterling. . . . A French Steamer is being fitted out in the port of Varna, for the purposes of scientific inquiry: for English and French interests alike demand such a scientific examination of the Euxine. The tides, currents and winds

which prevail there, are to be carefully observed and noted down, the charts, with the rocks, shoals, and other impediments to the navigation. . . . Mr. Layard's ancestors emigrated from France. His father filled for many years a high judicial post in Ceylon, and largely contributed to the propagation of Christianity in that island; his grandfather Dr. T. Layard, Dean of Bristol, was one of the most eminent of English Philologists.

The Rev. Prof. F. D. Maurice, Chaplain of Lincoln's Inn, London, whose writings and social efforts have of late attracted so much attention, owing to his recent dismissal from King's College, commenced a series of lectures on "Learning and Working," the object of which, from the syllabus, is to insist on the necessity for adult education, in connection with the explanation of a plan for the formation a Working Man's College. . . . The Rev. Hugh Stowell, of Manchester, has brought out a series of lectures on the character of Nehemiah, devoted to the far too rarely handled theme of the relation between religion and business. . . . From the pen of the Rev. James Smith, M. A. the editor of the *Family Herald*, we have a large volume on the "The Divine Drama of History and Civilization," an elaborate exposition of the philosophy and facts of universal history, from a novel point of view, and displaying great research and eloquence. . . . His brother, Dr. R. Angus Smith, of Manchester, the well-known Chemist, has also re-printed, from the Memoirs of the Literary and Philosophical Society of Manchester, an essay "On some ancient and modern ideas of sanitary economy," full of curious and well applied lore, and, though brief in its compass, most suggestive reading to the friend of sanitary reform. . . . The application of "Chemistry to common life," is one of the chief facts in the history of the science, and Professor Johnston's series of tracts on that subject, (published by Messrs. Blackwood, of Edinburgh,) is re-printed by Appleton and Co., of New York. . . . The Bible presented by George Fox to the Swarthmore Meeting-house, near Ulverstone, and long chained to the reading-desk, is about to be restored to its place, after having for some time been in private hands. The Swarthmore Meeting-house was the first place of worship erected by the Quakers. . . . A gentleman is preparing to publish an illustrated memorial of the poet of Royal Mount, to be called "Wordsworth's Wild Flowers." The work will extend to about sixty pages of letter press, and will be illustrated with four coloured engravings of groups of the flowers mentioned in Wordsworth's poems, an engraving of Royal Mount, and a fac-simile of the poet's autograph. . . . Messrs. Kerr, Binns, and Co. have manufactured a perfect fac-simile of the "Shakspeare jug." It is of cream coloured earthenware, ten inches high, and sixteen inches around the largest part. The exterior is divided longitudinally into eight compartments, each horizontally subdivided, and within these the principal deities of the Grecian Mythology, are represented in rather bold relief. Jupiter and Juno, Bacchus, Diana, Mercury, Apollo, Mars, &c. are all plainly distinguishable by their thrones and chariots, and characteristic attendants. The jug is well executed, and its descent from Shakspeare's possession is said to be established in a pamphlet which has been issued by the manufacturers. . . . There was a large attendance of booksellers at the Crystal Palace the other day, bargaining for space, and very hard bargains the directors drove with them, £100 being asked for a miserable little stall. . . . A society has been formed in London, under the presidency of the Earl of Shaftesbury, "for the diffusion of pure literature among the people." It is not the purpose (says the prospectus) of the committee to publish, but to countenance and actively support the various excellent periodicals now existing, and of which a supply can be found at the dépôt. . . . So heavily is the dearness of paper pressing upon the large London daily newspapers that the proprietors of a leading metropolitan journal have offered, through Messrs. Smith and Son, the well-known news-agents, of the Strand, £1000 reward to any person who shall first succeed in inventing or discovering the means of using a cheap substitute for the cotton and linen materials now used by paper-makers. . . . In Russia, there are this year in course of publication ninety-five newspapers, and sixty-six magazines and periodicals, devoted to the proceedings of learned societies. Of these, seventy-six newspapers and forty eight magazines are in the Russian language; fifteen newspapers and ten magazines in German; two newspapers and six magazines in French; three newspapers in English; one newspaper in Polish; and one in Latin; two newspapers in Georgian; and two in Lettish; also, three newspapers in Russian and German, and two in Russian and Polish. In St. Petersburg, twenty-six newspapers and forty-two magazines are published in the languages above mentioned. Of the different newspapers in the Russian language published in St. Petersburg, one resembles the French *Moniteur*, and publishes a collection of the laws and orders of the Government twice a week. Another publishes the decrees and decisions of the imperial

senate. A third deals in light literature, with a sparing admixture of politics.—The *Russian Invalid* which told the tale of the loss of the Tiger, the other day, is a daily military newspaper. There is a government paper which appears once a week; and another which is published daily. There are also mining journals, trade journals, farming journals, and a "Finger-post to the police of St. Petersburg.... The number of newspapers and periodicals published at Berlin at present is 103. Of the political journals 45,450 copies are struck off, and 21,282 of them are subscribed for at Berlin. There is one journal for every nineteen of the population

ORIGINS OF NAMES OF AMERICAN STATES.—Maine, so called in 1638, from the province of Maine in France, of which Queen Henrietta Maria was then proprietor. New Hampshire, bought by the Plymouth Company from Capt. Masson, received its name of "Hampshire" from that County in England, of which Captain Masson was Governor. Vermont, so called by its inhabitants in their declaration of independence, Jan. 16 1777—Vermont. Massachusetts, from a tribe of Indians inhabiting the neighbourhood of Boston: the meaning of the word is "Blue Mountains." Rhode Islands, so named in 1044, after the Island of Rhodes in the Mediterranean. Connecticut, the Indian name of the principal river in that state. New York, after the Duke of York and Albany, to whom the territory had been conceded. Pennsylvania, in 1681 after Mr. Penn. Delaware, in 1703, from the bay of that name, on the shores of which this state is situated and where Lord Delaware died. Maryland, after Queen Henrietta Maria, wife of Charles I., in Annals of Parliament, of June 30, 1682. Virginia, so named in 1584, after Queen Elizabeth. Carolina, so called by the French in 1564, in honour of Charles IX. Georgia, in 1772, after George III. Alabama, 1817, from the principal river traversing that state. Mississippi, in 1800, from its affluents and western borders: Mississippi, in Indian language, means a river formed of several rivers. Louisiana, so named in honour of Louis XIV. Tennessee, 1796; Kentucky, 1782; Illinois, 1809, from their principal rivers—Illinois, in the language of the Indians, means River of Men. Indiana, 1802, from its American Indian population. Ohio, 1802, from the name of its southern frontier. Missouri, 1821, from the river. Michigan, 1803, from the name of its lake. Arkansas, 1819, from its principal river. Florida, so named in 1572, by Juan Ponce de Leon, because its shores were discovered on a Palm Sunday, or "Pâques Fleuri."

The *Crystal Palace of Sydenham*, was opened by the Queen, with great pomp on the 10th of June. The following address, explanatory of the object in view, was presented to her Majesty.

"This undertaking, the inauguration of which your Majesty this day honours with your presence, originated in the wish to carry out the grand idea of the Great Exhibition of 1851. Private enterprise, appealed to in the interests of civilization, supplied the funds. The men whose names had acquired European celebrity in connection with the Crystal Palace of 1851, placed their services at the disposal of the directors in their respective departments. The enlightened patronage of royalty, the sympathy and support of public opinion, the generous co-operation of distinguished men in science and art, urged on the undertaking, and impressed it with a national character. The liberality of foreign governments threw open every museum, and afforded facilities never before known for acquiring a complete series of the finest works of ancient and modern art.

"Thus aided and encouraged, the original idea expanded into wider dimensions. It was resolved to attempt the creation of a palace and park which should be at once a fitting ornament of the greatest metropolis of the civilized world—an unrivalled school of art and instrument of education, and a monument worthy of the age and of the British Empire.

"With these views the directors embraced three leading objects in their undertaking—amusement and recreation, instruction, and commercial utility.

"The first object was sought to be attained by the creation of a new Crystal Palace, far exceeding the original structure of 1851, in dimensions and in architectural effect—of a terraced garden and park on a scale of magnificence worthy of the Palace—and of a system of fountains and waterworks surpassing anything which the world has yet witnessed.

"The educational object embraces a complete historical illustration of the arts of sculpture and architecture from the earliest works of Egypt and Assyria down to modern times; comprising casts of every celebrated statue in the world, and restorations of some of its most remarkable monuments.

"In science, geology, ethnology, zoology, and botany, receive appropriate illustrations; the principle of which, has been to combine scientific accuracy

with popular effect, and in its ultimate development the directors are bold enough to look forward to the Crystal Palace of 1854, becoming an illustrated encyclopædia of this great and varied universe, where every art and every science may find a place, and where every visitor may find something to interest, and be taught through the medium of the eye to receive impressions, kindling a desire for knowledge, and awakening instincts of the beautiful.

"Combined with art and science, industry receives its due representation. The Industrial Exhibition is based on principles of commercial utility, taught by the experience of the Great Exhibition of 1851. The advantage to national interests of a place where the best products of different industries and localities could be seen and appreciated, was no less manifest than the importance to individual producers of such an unrivalled means of publicity, and the conveniences to buyers and sellers of such a world's fair for the exhibition and inspection of goods, and the transaction of mutual business."

Description of the New Crystal Palace at Sydenham.

"The building above the level of the floor is entirely of iron and glass with the exception of a portion at the north front, which is panelled with wood. The whole length of the main building is 1,608 feet, and the wings 574 feet each, making a length of 2,756 feet, which, with the 720 feet in the colonnade, leading from the railway station to the wings, gives a total length of 3,476 feet; or nearly three-quarters of a mile of ground covered with a transparent roof of glass. The length of the Hyde-park building was, 1,848 feet, so that, including the wings and colonnade, the present structure is larger than its predecessor by 1,628 feet; the area of the ground floor, including the wings, amounts to the astonishing quantity of 598,396 superficial feet; and the area of gallery flooring of building and wings to 245,260 superficial feet, altogether 843,656 superficial feet. In cubic contents the Palace at Sydenham exceeds its predecessor by nearly one-half. The width of the nave or main avenue is 72 feet, which is also the width of the north and south transepts, and the height of all three from the floor to the springing or base of the arch, is 68 feet; the height from the flooring to the crown or top of the arch being 104 feet, just the height of the transept of the old building. The length of the north and south transepts is 336 feet respectively. The length of the central transept is 384 feet; its width 120 feet; its height from the floor to the top of the louvre, or ventilator, 168 feet; from the floor to the springing of the arch, 108 feet; and from the garden front to the top of the louvre, 208 feet, or six feet higher than the Monument of London.

"The flooring consists of boarding one inch and a-half thick, laid as in the old building, with half-inch openings between them, and resting on joists, placed two feet a-part, seven inches by two and a-half inches thick. These joists are carried on sleepers and props eight feet apart. The girders which support the galleries and the roofwork, and carry the brick arches over the basement floor, are of cast-iron, and are 24 feet in length. The connections between the girders and columns are applied in the same manner as in the building of 1851. The principle of connection was originally condemned by some men of standing in the scientific world; but experience has proved it to be sound and admirable in every respect. The mode of connection is not merely that of resting the girders on the columns, in order to support the roofs and galleries; but the top and the bottom of each girder are firmly secured to each of the columns, so that the girder preserves the perpendicularity of the column, and secures lateral stiffness to the edifice. Throughout the building the visitor will notice, at certain intervals, diagonally placed, rods connected at the crossing, and uniting column with column. These are the diagonal bracings, or the rods provided to resist the action of the wind; they are strong enough to bear any strain that can be brought to bear against them, and are fitted with screwed connections and couplings, so that they can be adjusted with the greatest accuracy.... The roof, from end to end, is on the Paxton ridge-and-furrow system, and the glass employed in the roof is 1-13th of an inch in thickness (21 oz. per foot). The discharge of the rain water is effected by gutters, from which the water is conveyed down the inside of the columns, at the base of which are the necessary outlets leading to the main drains of the building.... The first gallery is gained from the ground floor by means of a flight of stairs about 23 feet high; eight such flights being distributed over the building. This gallery is 24 feet wide, and devoted to the exhibition of articles of industry. The upper gallery, is 8 feet wide, extending, like the other, round the building; it is gained from the lower gallery by spiral staircases, of which there are ten. Round this upper gallery, at the very summit of the nave and transepts, as well as round the ground floor of

the building, are placed louvres, or ventilators, made of galvanised iron . . . by the opening or closing of these louvres—a service readily performed—the temperature of the Crystal Palace is so regulated, that on the hottest day of summer, the dry parching heat mounts to the roof to be dismissed, whilst a pure and invigorating supply is introduced at the floor in its place, giving new life to the thirsty plant, and fresh vigour to man.

“The total length of columns employed in the construction of the main buildings and wings would extend, if laid in a straight line, to a distance of fifteen miles and a quarter. The total weight of iron used in the main building and wings amounts to 9,641 tons 17 cwt. 1 quarter. The superficial quantity of glass used is 25 acres; and if the panes were laid side by side, they would extend to a distance of 48 miles; if end to end, to the almost incredible length of 242 miles. To complete our statistics, we have further to add, that the quantity of bolts and rivets distributed over the main structure and wings weighs 175 tons 1 cwt. 1 qr.; that the nails hammered in the Palace increased its weight by 103 tons 6 cwt.; and that the amount of brick-work in the main building and wing, is 15,391 cubic yards.

“From the end of the south wing to the Crystal Palace Railway station is a colonnade 720 feet long, 17 feet wide, and 18 feet high. It possesses a superficial area of 15,500 feet, and the quantity of iron employed in this covered passage is 60 tons; of glass, 30,000 superficial feet.”

THE FIGURE NINE.—A correspondent over the signature of “Ledger,” sends a Cincinnati editor the following; “I have just read in your paper what has often before been published, respecting the curious properties of the figure 9. One of these properties is of importance to all book-keepers and accountants to know, and which I have never seen published. I accidentally found it out, and the discovery to me, (though it may have been well known to others before,) has often been of essential service in settling complicated accounts. It is this: The difference between any transposed number is always a multiple of 9; for instance suppose an accountant or book-keeper cannot prove or balance his accounts—there is a difference between his debits and credits, which he cannot account for, after careful and repeated additions. Let him then see if this difference can be divided by 9 without any remainder. If it can, he may be assured that his error most probably lies in his having somewhere transposed figures; that is to say, he has put down 92 for 29, 83 for 38, &c., with any other transposition. The difference of any such transposition is always a multiple of 9. The knowledge of this will at once direct attention to the true source of error, and save the labour of adding up often long columns of figures. The difference between 92 and 29 is 63, or 7 times 9; between 83 and 38 is 45, or 5 times 9; and so on between any transposed numbers.

EXAMINATION OF COMMON SCHOOL TEACHERS.

THE BOARD OF PUBLIC INSTRUCTION for the United Counties of YORK and PEELE hereby gives Notice, that an EXAMINATION of COMMON SCHOOL TEACHERS will take place on TUESDAY, the 29th day of AUGUST next, at 9, A.M., at the following named places:—

At the New COURT-HOUSE, City of Toronto, for the City of Toronto and the Townships of York, Etobicoke, and Scarboro’;—

At BRAMPTON, for the County of Peel:—

At NEWMARKET, for the Townships of Whitechurch, East Gwillimbury, North Gwillimbury, and Georgina:—

At RICHMOND HILL, for the Townships of King, Markham, and Vaughan.

Note.—The General Examination will for the future be Annual, at or about the time above specified. There will be no Examination as formerly in December.

All teachers and others, presenting themselves for Examination, will be required to select the particular class in which they propose to pass, and previous to being admitted for Examination, must furnish to the Examining Committee satisfactory proof of good moral character; such proof to consist of the certificate of the Clergyman, whose ministrations the candidate has attended; and in cases where the party has taught in a Common School, the certificate of the Trustees of the school section will be required. Each candidate is required if possible to attend the Examination in his own school circuit.

First class Teachers not required to be re-examined.

The Board will meet at the Court-House on Tuesday, the 26th September, next, at noon, for the purpose of receiving the reports of the several Examining Committees, licensing Teachers, and for other business.

(Signed,) JOHN JENNINGS,
Chairman.

Office of the County Board,
Toronto, 17th July, 1854.

CLASSICAL MAPS, FOR GRAMMAR SCHOOLS &c., as follows:—
NATIONAL: Orbis Veteribus Notus, Italia Antiqua, Græcia Antiqua. Size 5 feet 8 inches by 4 feet 4 inches, 15s. each. Asia Minor, Vel Antiqua, and Terra Sancta, 4: 4 x 2: 10 a 8s. 9d.
JOHNSTON’S: same as National. Size 4 feet 2 inches by 3 feet 2 inches, a 11s. 10½ each.
Scripture Maps of various sorts and of different prices.
Atlases of Ditto ditto ditto ditto.

NEW MAP OF CANADA.

THE EDUCATIONAL DEPARTMENT having recently prepared a new and accurate MAP of BRITISH AMERICA, according to the latest Parliamentary divisions and corrections, the following copies have been ordered for the Schools in the Counties referred to:—

York, Ontario and Peel 350 copies.
Middlesex (reported by the County Clerk as purchased) 200 “
Prince Edward 55 “

The size of the Maps is 3 feet by 2 feet 6 inches. Price 5s. 7½d. per single copy, or 5s. for any quantity over fifty copies. It is also the intention of the Department to have this corrected Map of British America published in the National Series and in Johnston’s Series, and of the same dimensions, in the course of the autumn. The price, size, and style, will be the same as are now the maps of either series. Parties are cautioned against purchasing any copies of the new Map of Canada recently published in New York, except those issued by this department, as an inferior and incorrect edition is in circulation, and for sale by agents.

MAPS OF CANADA, GLOBES, & APPARATUS.

FOR SALE at the Depository in connection with the Education Office, Toronto:—

Maps—Canvas, Rollers and Varnished. £ s. d.

1. Bouchette’s Map of British North America with latest County divisions, statistics, &c. 7 ft. 6 in., by 4 ft. 3 in. 2 10 0
2. A new Map of Canada, New Brunswick, and Nova Scotia, with latest County divisions, coloured 3 ft. by 2 ft. 6 in. 0 5 7½
3. Outline Map of British America, with names of Counties, 2 ft. 4 in. by 1 ft. 10 in. 0 5 0
4. Smith’s Map of Upper Canada, with names of Counties, Cities, Towns, Villages, &c., (engraved on copper,) 2 ft. by 1 ft. 6 in. 0 3 0

PELTON’S PHYSICAL OUTLINE MAPS, as follows:—

1. Political and Physical Map of Western Hemisphere . . . 7 feet by 7 feet.
 2. Political and Physical Map of Eastern Hemisphere . . . 7 feet by 7 feet.
 3. Map of the United States, British Provinces, Mexico, Central America, and the West India Islands. 7 feet by 7 feet.
 4. Map of Europe 6 feet by 6 feet 10 inches.
 5. Map of Europe 6 feet by 6 feet 8 inches.
 6. Map of South America and Africa. 6 feet by 7 feet.
- Price of the series with Key \$20.

These maps in connection with their other general features, present the Geological Formation of the World, its Oceanic Currents, Atmospheric Changes, Isothermal Lines, Vertical Dimensions, Distribution of Rain, Electric, Magnetic, Volcanic, and Atmospheric Phenomena, &c., &c., in a manner so simple and beautiful as to be easily taught and comprehended.

JOHNSTON’S Maps beautifully engraved and colored, consisting of the two Hemispheres, Europe, Asia, and Africa, &c., 11s. 10½ each.

CHRISTIAN KNOWLEDGE SOCIETY Maps. Size—a 15s. each, world 17s. 6d.)

CHAMBERS’ series of Maps, 15s. each, (World 17s. 6d.)

NATIONAL series of Maps, 15s. each, (World 17s. 6d.)

Globes.

1. Cornell’s 9 inch Globes, with Stand, each 2 10 0
2. Do. 5 do. do. do. do. 0 17 6
3. Holbrook’s 5 inch do. do. do. 0 6 3
4. Copley’s 16 inch do., per pair, 10 0 0
5. Franklin, Terrestrial and Celestial 10 inches with walnut frame and case per pair 5 0 0
- 6 Do. do. do. with bronzed frame and case per pair 5 10 0
7. Do. do. do. with Mahogany high frames and case per pair 8 0 0
8. Do. do. 6 inches with bronzed frame and case per pair. 2 0 0

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

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

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

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