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PAPERS ON DISCIPLINE IN SCHOOLS.

A CASE of discipline, important from its results, took place last year at the Allston School, in Cambridge, Massachusetts. It has attracted so much attention among American educationists, and has called forth such a general expression of opinion upon the subject of discipline in schools, that we have thought it best to insert in this number of the *Journal*, an abridgment of a narrative of the case which was drawn up by the Cambridge School Committee, and published, in an address to their constituents, in reply to the attacks and misrepresentations to which the authorities had been subjected. We also give several illustrative papers bearing on the subject.

At the time assigned for the hearing, the complainants, with their counsel, and the teachers, with their counsel, appeared, and both parties were fully heard by the Board.

Evidence was offered which satisfied the Board of the following facts: During the forenoon session of the school, on the day of the punishment, Josephine Foster, a member of the school, sixteen years of age, refused to comply with a direction of Mr. Roberts, the principal, in her writing lesson. For such disobedience, the master, as a punishment, ordered her to stand in front of the other pupils, and told her to take that position thereafter during the hours of instruction in writing, until she was ready to comply with his requirement. This punishment seemed to make but little impression upon her.

The principal was absent from the school-room during the opening hour of the afternoon session; and a teacher, Miss

Gray, with another female assistant, had charge of the room. While the principal was absent, the teacher observed Josephine engaged in whispering with another girl, and, going to her seat, inquired of her if she had been whispering. The manner of answering expressed indifference and defiance, being, as the teacher described it, equivalent to the words, "I don't care." The teacher then put the same questions to Josephine's companion in the offence, who answered in the same disrespectful manner. The teacher thereupon sent both of the girls to the recitation-room, following them there herself. She inquired what they had been whispering about, and was informed by Josephine that her companion asked her, in substance, if she was going to obey Mr. Roberts' order during the writing lesson; to which she (Josephine) replied, "No." Leaving the girl in the room, the teacher took the other pupil into a separate apartment, inflicted upon her hand a few blows with a rattan, and dismissed her to her seat. The teacher then returned to the recitation-room, and directed Josephine to hold out her hand for similar punishment. This she refused to do, saying, "I won't be whipped." The teacher endeavored, unsuccessfully, to persuade her to obey; but, meeting only with a persistent refusal, determined to suspend the attempt for the time, and to await Mr. Roberts' return. Meanwhile, the girl remained in the recitation-room.

The principal reached the school room about a quarter past three o'clock, and the teacher at once reported the case to him. He expressed regret that the difficulty had arisen, particularly as the girl had frequently before manifested unwillingness to comply with the requirements of her teachers, and was of a disobedient and stubborn nature. He suggested that she should be allowed to take recess with the other scholars, in the hope that the exercise and mingling with other pupils might bring her to a better frame of mind. After conferring, all the teachers agreed that an abandonment of the intended punishment would, under the circumstances, have a pernicious effect on the particular pupil, and injure the general discipline of the school. The principal, however, declined to take the case into his own hands,—saying to Miss Gray that it would be less humiliating to the girl to submit to a female teacher than to him, and that, as the pupil had manifested a disposition to make physical resistance, the teacher might call upon one of the other female assistants if she required assistance. He also recommended her to use his ferule (a flexible instrument, made of two flat pieces of leather, sewed together, and

filled with some soft substance); as less likely to produce injury, should a blow, by accident, fall elsewhere than upon the hand. This ferule was shown to be a common implement of punishment in schools, and to be in use in several of the other public schools of the city.

When the recess was over, the girl was directed to return to the recitation-room by the teacher, who requested a female assistant to accompany her there. Miss Gray then informed the pupil that she must submit to the punishment, and endeavored to reason her into acquiescence. The girl refused, saying, as before, "I won't be whipped;" and immediately, and before any blow was struck, set up a loud screaming, and, as the teacher made an attempt to inflict a blow upon her hand, she violently resisted. Up to this time, the assistant had remained a passive observer of what was taking place; but the teacher, finding it impossible to inflict the punishment alone, now asked the assistant to help her. Miss Hodges, accordingly, held Josephine's left hand, while Miss Gray inflicted several moderate blows upon the right hand. These blows were not severe, and could not have occasioned much pain. It was the opinion of both ladies that the girl's outcries, which she began before the first blow was given, arose from anger and the desire to make a sensation.

As these outcries disturbed the school, the principal, entering the recitation room, ordered Josephine to cease screaming, and, taking her hand, he told her that she must be punished until the outcry was stopped. This ceased shortly, but five blows being administered in Mr. Roberts' presence. After the principal left the recitation-room, Miss Gray entered into conversation with Josephine; remarking to her that she would not have insulted or resisted Mr. Roberts, and that the teacher must be respected and obeyed equally with the principal, in his absence and while exercising his authority. After considerable persuasion, the girl held out her hand voluntarily, and received from three to five light blows.

The assistant then left the room, and Miss Gray continued her efforts to produce a good effect from the discipline administered. In this labor she had reason to suppose herself successful, when, while sitting with her arm around the pupil, and engaged in friendly conversation with her (the school having been dismissed), they were interrupted by the violent entrance into the room of the girl's mother, brother, and sister, accompanied by another person, evidently laboring under great excitement produced by an exaggerated account of the affair, the mother at once proceeded, in her daughter's presence, to denounce the teachers, in an angry manner, for the punishment. But, after an explanation, she then, as in her testimony at the hearing, conceded the propriety of some corporeal punishment of her daughter, although she objected to the manner in which it was inflicted. In all, from fifteen to twenty blows were inflicted. These were administered by Miss Gray alone, and were upon the hand only. Josephine and her mother testified, that, for four days, her left arm and thumb bore marks which were caused by the others holding her. Her right hand, they also testified, showed some red marks, which disappeared by eight o'clock of the same evening. It appeared, at the hearing, that another teacher had been obliged to whip Josephine, for serious misconduct, a few months previous to this occasion; and that, during the preceding three or four months, she had disobeyed the principal of the school as often as once in two or three days. It also appeared, that the girl was a member of the third class, and that her teachers supposed her to be not over thirteen years of age. The common age of members of that class is even less than that. The Allston School, at the time of this occurrence, numbered over five hundred pupils. Mr. Roberts has been its master for eighteen years, and Miss Gray and Miss Hodges both are teachers of several years' experience.

The following rule was in force at the time of this occurrence:

"Discipline.—It is enjoined on the instructors to exercise vigilant, prudent, and firm discipline, and to govern by persuasion and gentle measures, as far as practicable. In every case in which a teacher shall think it necessary to inflict corporeal punishment, said teacher shall make and preserve a statement in writing of the nature of the offence, and the severity of the punishment; which statement shall be subject to the inspection of the sub-committee of the school."—*Regulations of the Public Schools of Cambridge*, chap. ii. sec. 9.

The Committee's Address says,—“In respect to corporeal punishment, the schools of Cambridge are, and have always been, subject to the principles, and under the protection, of the common law, which prevails throughout the land. What the wisdom of our courts and legislation, tender of personal rights, allows, and nothing beyond that, may be done here, as elsewhere. We have no peculiar rule. We confer no extraordinary power upon our teachers. The rule on this subject has been of long standing, and existed when several of the gentlemen who, in their petition asking for its

essential modification, express themselves as “shocked by the fact brought to light” regarding its existence, by the Foster case, were themselves members of the Board.

By the public law, the teacher stands to the pupil *in loco parentis*. What a father may lawfully do in the correction of his child, the teacher may do to the pupil. The authority of the teacher over the child in school, in matters of discipline, is measured exactly by the authority of the parent in the home government. Neither may abuse the child. Both have the right to inflict corporeal punishment; but both must act from proper motives, and administer the correction in a proper manner. There can be no dispute about these principles. They are sustained by numerous decisions. This subject has recently received the attention of the Supreme Court of Vermont, who, in the course of an able opinion, use the following language:—

“A schoolmaster has the right to inflict reasonable corporeal punishment. Much difference prevails as to the circumstances which will justify the infliction of punishment, and the extent to which it may properly be administered. On account of this difference of opinion and the difficulty which exists in determining what is a reasonable punishment, and the advantage which the master has by being on the spot to know all the circumstances, the manner, look, tone, gestures, of the offender (which are not always easily described), and thus to form a correct opinion as to the necessity and extent of the punishment, considerable allowance should be made to the teacher by way of protecting him in the exercise of his discretion. Especially should he have this indulgence when he appears to have acted from good motives, and not from anger or malice. Hence the teacher is not to be held liable on the ground of excess of punishment, unless the punishment is *clearly* excessive, and would be held so in the general judgment of reasonable men. But, if there is any reasonable doubt whether the punishment was excessive, the master should have the benefit of that doubt.”

On the point whether the *instrument* used by the teacher in inflicting the punishment was a proper one, the Court remark:—

“Evidence that the same kind of instrument was used in other schools in the vicinity will rebut the charge of malice, by showing that the teacher did not resort to an unusual instrument.”—*Lander v. Seaver*, 32 Vermont R., 123.

And to the same effect is the decision of the Supreme Court of North Carolina, in the case of *The State v. Peudergrass*, 2 Dever. & Bat. R., 365, wherein the Court say:—

“The teacher is the substitute of the parent, and is charged in part with the performance of his duties, and in the exercise of these delegated duties is invested with his power. Within the sphere of his authority, the master is the judge when correction is required, and of the degree of correction necessary; and like all others intrusted with a discretion, he cannot be made penally responsible for error of judgment, but only for wickedness of purpose. His judgment must be *presumed* correct, because he is the judge, and also because of the difficulty of proving the offence, or accumulation of offences, that called for correction; of showing the peculiar temperament, disposition, and habits of the individual corrected; and of exhibiting the various milder means that may have been ineffectually used before correction was resorted to.”

(See also *Stevens v. Fassett*, 27 Maine, 280; *Commonwealth v. Randall*, 4 Gray, 36; *Reeves' Domestic Rel.* 374, 375; *Wharton's Amer. Crim. Law*, 1259; 2 Kent Com., 205.)

Again:—“But there are substitutes for the rod worse than the rod itself. An eminent Massachusetts judge, whose jurisdiction made him familiar with the treatment of sailors, has expressed the opinion, that, since the abolition of flogging on shipboard, more cruelty has been practised toward them, under other forms of punishment, than they ever suffered from the lash. Is there no cause to fear, that this might, in some measure, prove true with children, whose teachers were forced to discover some substitute for corporeal punishment, that should, nevertheless, meet the case of the most obstinate and unruly? For, setting this aside, the teacher's range of other forms of punishment is small, and against each rises its special objection. We pass by those means of torture and cruelty, which, though sometimes resorted to, are not likely to disgrace Cambridge schools, to consider, for a moment, some of the substitutes for corporeal punishment in most familiar use.

Deprivation of recess may injure the health of the pupil, who, perhaps more than any other scholar, needs the pure air, or the opportunity to throw off the superabundant energy of his nature, that, pent up, drives him into the very mischief in the school-room for which he is punished. *Detaining a pupil after school* often produces inconvenience in family arrangements at home, and punishes the unoffending teacher, who must remain also, even more than the guilty pupil. There is something exceedingly repulsive in the *holding up of a scholar to ridicule* before the school, which is sometimes resorted to as a mode of discipline. Many a person dates a life of suffering back to the hour when, a sensitive child, he was

made by his teacher, for some fault, "the laughing-stock of the school." *Expulsion from school* is often suggested as solving the difficulty. But they who rely upon this, as it seems to us, can hardly have considered the very weighty objections that lie against it. The education of youth is not a voluntary matter in Massachusetts. Our statute law compels "Every person having under his control a child between the ages of eight and fourteen years," to cause such child to attend school during a certain portion of each year.—*Gen. Stats.*, ch. 41, sec. 1. Our public policy does not permit the idle or vicious child to grow up without the elevating influences of education; and yet the easy remedy of expulsion would cast upon our community this very class, and take from them the only reclaiming influence of their lives. It is to be feared that such would seek dismissal from school rather than shun it. The community at large have a stake in this matter. Are life and property too secure now? Do the haunts of ignorance and crime need further recruitment? Are our houses of correction in want of tenants? Shall we decimate our public schools to fill our reform schools? Viewed only in the selfish light of protection to society, we cannot afford to adopt the measure of expulsion. And shall we give no thought to the higher interests of humanity, with which this fatal policy is linked?"

A memorial having been made to the committee to modify their rule, the following report was made by the sub-committee:—

"The Sub-Committee on Rules and Regulations, to whom was referred an amendment to Article 9, chapter 2 of the Regulations of the Public Schools in the following words: 'In the third line, after the words, 'as far as practicable,' shall be inserted this sentence: '*Corporal punishment shall not be inflicted on a female pupil.*' And in the fifth line, after the words '*corporal punishment*' shall be inserted the words: '*on a male pupil.*'—beg leave respectfully to report:—That after giving the subject mature consideration, they are unanimously of opinion that however desirable the entire abolition of corporal punishment in our public schools may appear, or with whatever certainty its gradual disuse may be looked forward to in the future, as the result of the general improvement of our school system, the retention of the power to inflict it by the teachers is absolutely necessary to the success and good order of the schools, as at present organized. In large schools filled with pupils from all classes of society, many of them the children of rude and illiterate parents, there must of necessity sometimes be a resort to a short, sharp and summary method of punishment. The public schools contain a large class of children with whom the first step in improvement must be made through a learning to pay implicit obedience to an authority which they must feel it is in vain for them to resist.

"This authority once established, it is easy to employ higher motives, but until they are made to feel that there is a power over them capable of controlling them, a very large class cannot be made to feel the influence of such motives. The movements of a public school containing several hundred children must be made with almost military precision, or its operations are seriously embarrassed. A single unruly child has it in his power, if able successfully to resist the authority of the teacher, to throw a whole school into confusion. A partial defiance of authority on the part of a few unruly members lowers the discipline of the whole.

"Your Committee are of opinion that to expect from public school teachers the successful conduct of the schools, as at present organized, after the power to inflict corporal punishment had been taken away, would be in the highest degree unreasonable. They are confirmed in this view by the fact, as they believe it to be, that this is the almost unanimous opinion of the best teachers in other places, of teachers who are wise, humane, and kindly, and of some whose schools are of such a character that they seldom or never have to resort to such punishment. Any regulation respecting the practice must be of uniform application, and though in many schools such punishment may be never needed and never even heard of, yet in others it may be of the very highest necessity.

"Your Committee are aware that the example of large schools may be cited which are conducted without resort to corporal punishment. They believe, however, that when these cases are examined, it will either be found that free use is made of the power of expulsion of unruly pupils, thus depriving of the benefits of schooling, the very class of children that need it most; or else, there is great liberty of choice in the selection of pupils for admission, none being received who are likely to require a severe discipline; or that in other cases it will be found that there is a lower standard of discipline and attainment in such schools; or else resort is had to punishments much more objectionable in their character than corporal punishment properly administered. Whether in any part of the country, schools exist where such progress has been made in the art of instruction, and in the abandonment of the absurdities which still belong to our methods of teaching, and our selection of studies as to make school a place of pleasant resort, where none but the

mildest discipline is needed, even for the rudest and most ignorant children, your Committee are not advised; but without expressing any doubt as to the possibility of an approach to such a condition of things in the future, they would state their belief that in our own schools, very great changes of organization and methods must take place before that condition is reached, and that the approach to it is likely to be very gradual.

"Your Committee have thought it advisable to make these remarks on the general subject, as in some degree explanatory of their conclusion in regard to the immediate question referred to them, of the propriety of making a distinction in the discipline of the two sexes. Holding the above stated view in regard to corporal punishment in general, they must express the opinion that to make such discrimination in the Primary Schools, and in the lower classes of the Grammar Schools, would be in the highest degree inexpedient. The little girls in these schools are quite as likely to be naughty as the little boys, and are quite as able to bear the proper infliction of punishment. Corporal punishment, as administered in these schools, is nothing very frightful, although, in the minds of some good people, it seems to stand as only something a little less severe than capital punishment itself. Wherever it is administered cruelly or severely, it is an evidence that the teacher is an unsuitable person, who should at once be dismissed from office. But even if it were abolished, a harsh teacher has other methods of indulging in severity, many of them far more objectionable than the very mild form of corporal infliction practised in our schools. There is no remedy for this danger but the vigilance of Committees and Superintendents; but your Committee are happy in being able to state their belief that the citizens of Cambridge may feel great confidence in the present teachers of their well-ordered schools. Punishment at their hands is mercy itself compared with that which many children would receive from brutal or drunken parents if sent from school in disgrace.

"In the case of the pupils of schools and classes of a higher grade than the Primary and lower classes of the Grammar Schools, your Committee are of opinion that there is just and reasonable ground for a discrimination, based on the physiological considerations recently so ably put forward by an eminent physician of our own city. Your Committee would not assert that girls of the age in question are not sometimes quite as deserving of punishment as boys, for they believe that they are; but on the grounds referred to, they believe that, as a rule, a punishment which would be suitable to boys, would often not be judicious or safe in the case of girls. Neither would they be understood as implying that in the only mode in which it is ever administered in our public schools, it is wholly unsuitable and unbecoming as a punishment for refractory girls in the higher classes; but only that, on the grounds above referred to, its administration would be accompanied with dangers which do not belong to it when inflicted at an earlier age. Hoping, therefore, that the time will soon come when, through the improvements that are so rapidly introducing themselves into the public school teaching, and especially through the introduction of a better system of organization and a better method of supervision, the whole subject will become one of curiosity rather than of practical importance, and believing, moreover, that the power thus left in the hands of your present faithful teachers, will neither be abused nor injudiciously exercised, your Committee would submit as a substitute for the proposed amendment, the following addition to Article 9, chapter 2, of the School Regulations:

"The corporal punishment of girls above the age of twelve years is forbidden; and any girl above such age who shall be guilty of such conduct as, in the judgment of the principal, renders her an unsuitable member of the school, shall be suspended from attendance, and her case shall be immediately reported to the School Committee."

At a meeting of the Committee, held April 5th, the report was taken from the table, and a question having arisen as to the power of the Committee to report a substitute to the amendment offered for their consideration, Prof. Atkinson said:—"He did not believe in the punishing of large girls, but even this he was quite prepared to leave to the discretion of teachers. The girl of foreign parentage who was dismissed from school for misconduct, was often sent home to meet a worse punishment at the hands of a brutal parent, or was turned into the street to become a vagabond. He believed in trusting to the discretion of teachers, in helping them by vigilant supervision, and employing only such as could be trusted.

"But though disliking corporal punishment, and believing in its final abolition, he did not believe the time had come when its entire abolition was possible, and he was opposed to taking the power out of the teacher's hands. Let the organization of the schools be so improved, that it will die a natural death. Discrimination by legislation would only create new difficulties, and sudden abolition would only destroy all discipline. He thought the time would come

when the citizens of Cambridge would thank the present Board for not yielding to the pressure of temporary excitement."

After some further expression of opinion on the part of members of the Board, it was voted to postpone indefinitely the whole subject; but a statement having been made that a member, who was absent, wished an opportunity to debate the question, the vote was reconsidered, and the report was again laid on the table, to be taken up at the next meeting.

2. OPINIONS OF PRACTICAL TEACHERS.

A meeting of practical teachers belonging to Massachusetts was held on 16th March, when the question of corporeal punishment was discussed. The opinions seemed unanimous on the point submitted.

Mr. Chase, of Watertown, said:—That the right to punish corporeally is sometimes abused proves nothing. Nobody favors the abuse of it, and yet a single case in which it is abused, is made the occasion of fierce denunciation of all who use it. He believed there were modes of punishment far worse than whipping. He thought that the strenuous opponents of flogging often used methods far more objectionable. When teaching in the city of Washington, he was once talking with a teacher who was once a professed moral suasionist, and asked him what substitute he used. He for a long time evaded the question, but on being pressed, stated that he tied pupils by their hands to a hook in the wall, and there kept them till they were subdued. He also related another instance in which a little girl, only five years old, who had been at school but a few days, and was required by the teacher to name a letter which she persisted in saying she did not know. The teacher did not whip her but shut her up in a dark closet till school closed. She commenced screaming, and, after she was taken out, continued to scream during four days and nights, when she died. These are, it is true, extreme cases, but they show first, that there are worse punishments than whipping, and secondly that those who do not practise corporeal punishment are likely to resort to means that are far worse. He would say, let us use the means provided and sanctioned by Providence, and if we cannot use them without abusing them, let us resign. Let not this monster which we are now combating rear its head again among us.

Mr. Frost, of Waltham, stated that he had been a teacher for thirty-one years. He had, during all that time, been in the constant habit of observing carefully different modes of discipline and instruction. He did not hesitate to say that the doctrine lately promulgated at Cambridge would, if carried out, open the doors of every prison in the country. In fact, there must be authority in every organization; and there must also, of necessity, be submission. Authority which cannot, in case of need, enforce itself, is utterly valueless. All admit that in society, law must be enforced, and this is surely no less true in school. The rules *must* be obeyed, and to say that those who cannot be *persuaded* into obedience must be suffered to disobey, is to strike at the foundation of all government. That he might not be accused of favouring the indiscriminate use of the rod, he would lay down the following as his theory: that "the minimum of punishment is the maximum of excellence," other things being equal. So he would say that the fewer we can send to jail, consistently with good order, the better. This did not imply, however, that men should not be sent there when the public safety demands it, nor did the former rule imply that corporeal punishment could not be rightfully resorted to when demanded by the good of the school.

Mr. Walton, of Lawrence, went once to Cape Cod to teach, with his head full of the idea of governing by moral suasion. He tried every means, and actually grew thin with his efforts, and went through the term without striking a blow. The scholars, he thought liked him, and so did the parents; still he felt dissatisfied with the result. The next term he commenced again upon the same plan. Again he grew thin by his efforts to avoid the use of force. He succeeded as ill as before, and still felt that the session, so far as progress was concerned, was a failure. On one occasion he kept a boy after school for the purpose of "laboring" with him. He went through the stereotyped formula so familiar to teachers. He told the boy "how much better he would feel" if he did well; how it would please his parents, etc. He then went on to say that "if it had been Smith or Jones he should not have been surprised, but that from 'him' he expected better things;" when he was suddenly floored by the boy's blurring out, "I ain't no better'n the rest on 'em." After this he gave up his extreme ideas, and resolved to punish if the good of the school required it. The testimony of practical teachers seems to be uniform to the effect that force is sometimes necessary. Among the rules of his school was one that a boy who was tardy at recess was liable to be whipped; and, sometimes, by one blow of the ferule, judiciously given, the evil was checked for a whole year. He should be very sorry to see corporeal punishment abolished while the present system of instruction exists.

Mr. Thompson, of West Cambridge, being called for as one who

was opposed to corporeal punishment, said that he would correct that statement. He was not opposed to the judicious use of force. He thought it very liable to abuse, because it was such an easy method. It requires much self-control and sagacity to use it always properly. He thought if a boy was persistently obstinate and unruly it was cruel *not* to punish him. Expelling is foolish. Punishment may benefit, but expelling never can. If a scholar cannot be made to obey in school, he certainly would not do so in the world. He thought there should be a limit as to age. It was, however, difficult to fix any age, as the matter is controlled so much by circumstances. He would never punish in the presence of others. He had never punished in his own school. It was, however, a High School, where it was not generally supposed to be necessary.

Mr. Smith, of Dorchester, said that the question should be changed to "ought punishment to be abolished?" This was the real matter now at issue in this vicinity. If it should be done away with in school, it certainly should be in the world at large, where men are more developed. It was easy to draw a picture of schools or communities governed entirely by moral suasion, but let it be tried. Let Boston do away with its police force, and when a drunken brawl occurs, let those who think themselves so well fitted to reform by love, take the culprits and reform them. No one would be so insane as to propose this, and yet it is this same principle which it is proposed to establish in school. The evil effects of whipping, too, are very much exaggerated by those who know nothing practically of the matter. Do we not all know that if it is properly and skillfully applied, the boy is in most cases happier as well as better after it?

Mr. Collar, of Roxbury, thought that the discussion was more for the public than for teachers. Among those who are obliged to do the work of training large bodies of children there is scarcely any difference of opinion upon the subject.

Mr. Hagar, of the Salem Normal School, said, that were the question put to him, "are you in favour of corporeal punishment?" he should unhesitatingly answer, yes. If, however, he were asked, if he favoured the frequent resort to it, he should answer, as promptly, no. In whatever he might say, he wished to be understood as opposed to its common use. He was obliged, in the discharge of his official duty, to express his opinion upon the subject. His instruction amounted, generally, to this:—It may be proper for you to use force. If, however, you find yourself obliged to resort to it frequently, you may well question your fitness for the profession; use it only in extreme cases; if it comes to a question of obedience with the rod, or disobedience without it, choose the former. It is very easy, and very beautiful to theorize about managing entirely by love; but the real question is—Is it practicable? In the course of twenty-five years of teaching, he had resorted to corporeal punishment three times. He often doubted, however, whether he should not have done better if he had used it oftener. He should mention also, that he had taught mostly in High Schools, where the scholars were of advanced age, and required less forcing. In a school composed, as some schools were, mostly of boys of low character, he saw not how it was possible to do away with it. Mr. H. then reiterated his statement, that he did not believe the frequent use of it ever to be necessary.

Mr. Brown, of Boston (Bowdoin School), said, that he had recently listened to a discussion of this subject in the city of Boston where every opponent of corporeal punishment, and among them a member of the Cambridge School Committee, admitted that it was sometimes necessary. In imaginary schools, or in a theoretical world, it may be dispensed with, but in schools as they are, and in the world as it is, it must, he thought, be sometimes resorted to.

3. A SCHOOL WITHOUT CORPOREAL PUNISHMENT.

Mr. H. Y. Lauderbach, one of the Grammar-Masters of Philadelphia, describes in the *Massachusetts Teacher* his experience in the conduct of a school without resort to corporeal punishment. In the course of his remarks he says:—In a school, consisting of nearly three hundred pupils, coming from every grade in society, from the highest to the lowest, there must necessarily be many apparently naturally intractable boys, but I soon found that it was with just such boys that the good effects of the change were most plainly visible; and the experience of a few weeks satisfied me that in the case of many such seemingly incorrigible offenders the fault was not so much in them as in the unwise treatment and unfavourable influences to which they were subjected at home. In every such case, when persuasion and admonition failed to effect a reform, I made use of the power vested in me by the Committee, and suspended the boy, until an interview could be obtained with his parent or guardian, whose co-operation I endeavored to secure.

At the sacrifice of some time outside of school hours in receiving visits, or calling myself upon such as were prevented by circumstances from coming to the school, I became more or less personally acquainted with the parents, and soon found that acquaintance to

be of great advantage in maintaining discipline in the school-room, and industry in study both there and at home.

I would earnestly recommend every teacher to try the plan of making the acquaintance of the parents of pupils, more particularly in the case of those who are inclined to be troublesome. It may at first be somewhat burdensome, and require additional sacrifices of time and labor in a profession the duties of which are admitted to be already sufficiently onerous; but he will find it of so much benefit in removing almost every cause of misunderstanding and want of proper co-operation, that he will not regret the half hour per day required to accomplish this object.

The frequent consultations with parents, and the use of the weekly report, together with an occasional exhortation or lecture to the boys, when time and opportunity offered, constituted my chief substitutes for the abandoned instrument of torture; and with their aid I have no desire ever to resume it.

It may, however, be asked: "Are there not some few who are still invulnerable against argument and persuasion; who are naturally so depraved as to be entirely beyond such influences? I answer that I have found none such, among thousands of children of every condition in life and every variety of disposition. I do not undertake to say that there are no incorrigible children at all, but I do say that if a child is so depraved as to be entirely beyond the reach of kindness and forbearance then the school-room is not the place for him, but another institution, a house of correction, is needed. There is no reason why a mode of punishment alike degrading to both teacher and pupil should be maintained in the schools, because, perhaps, one child in a hundred may be naturally so bad, or under such evil influences at home, as to be inaccessible to any other kind of discipline.

The Editor of the *Teacher* remarks on this as follows:—

We think that our readers will find it an interesting document though they may not subscribe to all its positions. We cannot agree with Mr. Lauderbach in thinking that corporeal punishment is necessarily degrading to teacher or pupil, or in believing that all children who cannot be managed without it are fit candidates for a house of correction. We are sure there are many schools in Massachusetts where such punishment is rarely resorted to, and where no blow is ever struck improperly, in which a class of children are retained, and taught successfully, who could not be retained if the power to punish were taken away.

We are glad of the account of any experience that shall help to bring the time nearer when the rod may be dispensed with, and to record any practicable testimony to the possibility of mild discipline. We think that many parallels could be found in New England; if not, we must be content to yield the palm to our Philadelphia friends, and learn of them.

4. HON. E. D. MANSFIELD, OF OHIO, ON THE DISCIPLINE OF SCHOOLS.

There are intellectual epidemics in the world. Sometimes they are general, and like the cholera, go into all countries. Sometimes they are local, and confined to one country. Just now, there is an ideal epidemic in our country against whipping in schools. Some clergyman in New York beat his child to death; some furious woman in Chicago cruelly bruised her child; and several teachers have beaten children at school more than they ought; and one or two judges, when these teachers have been called before them, have pronounced this whipping a barbarous affair, which the law ought not to suffer—and to make sure that it should not, decided the teachers had no right to whip, which is contrary to law. The law, as it has heretofore existed and been administered, allows the parent and the teacher to punish with the rod in a moderate way. Of course, the law does not allow cruelty. It would be an unreasonable law if it did. But it allows as a *principle*, the parent, or teacher, to use his *discretion* in the discipline, by which he enforces obedience to his prescribed rules of conduct. The teacher, in the language of the law, stands in *loco parentis*, and the law cannot and ought not to say, that a parent shall not punish his child as he pleases, unless this punishment endangers life or health, in which case it becomes a crime. A *discretion*—a discretion which may, it is true, be abused—is allowed the teacher as to what kind of, and to what extent, punishment should be employed. The simple fact that it is a discretionary power, makes it difficult to use it judiciously. The degree of tempers, judgment, and opinion among teachers is as great as among parents, except that there are none not in some degree educated. There are, perhaps, thirty thousand teachers in Ohio, and can it be supposed that these teachers are so perfect that there are none of bad tempers or of little judgment? This is not supposable. But when we look over the state of Ohio, and see how few complaints are made against teachers, and how seldom they are summoned to appear before the law, we are compelled to believe that the teachers are rather to be admired, as a body, for humane and judicious treatment of pupils, than to be condemned for unnecessary and cruel severity. On the contrary, if this were the only

test of their discipline, we should be afraid that they fell short of, rather than exceeded their just powers of government. But, after all, those specific instances of maltreatment are no test whatever of this mode of discipline. "One swallow," says the proverb, "does not make a summer." Isolated instances among thousands of teachers of unusual cruelty in the punishment of children, prove nothing. More, by far, may be found among parents, whom no one would think of prohibiting this natural power. If we could form some correct opinions of the question of physical discipline, we must go back to first principles, and discuss it *ab origine*. What is the nature of the child? And what is the province of the teacher? In the first place, we observe that learning—knowledge, knowledge of things,—is not the sole object of teaching. It is scarcely half of it. One of the great objects of teaching is *discipline*. If the child in school never learned one fact or principle in knowledge, would it have been idly employed if it acquired a discipline of mind and heart and body? If it brought its body to regular habits, its mind to think, its heart to feel right emotions, would not the greatest object of education be accomplished? How long, after such a discipline, would it take to acquire the knowledge obtained in all our common schools? Not a tenth part of the time usually taken. Hence, discipline is, at last, the great thing for us to achieve in the school. This is the great thing achieved at West Point. But if we look at what is said and written about our public schools, we should think the public mind had lost sight of discipline altogether. The idea of liberty has, by necessity, been so much talked about, that men have got a sort of undefined notion that we must relax the law; that all restraint is an infringement on liberty; that it is degrading to punish children; and that the teacher who uses the rod to enforce obedience is a tyrant, who degrades his pupil and abuses his trust. Now, there is nothing more certain in the constitution of society than that law is necessary to liberty, and that the enforcement of law is necessary to maintain it. We say, without assuming the office of prophet, that our country stands in danger this day from no one cause so much as the *want of discipline* by parents and teachers and the *want of respect for law*. We are now thirty-seven millions of people—and *ten millions of them are or ought to be in the schools*. Just think of it: ten millions in the schools and two hundred thousand teachers! Now, suppose this whole generation of boys and girls growing up without discipline, because teachers must not punish, and parents will not degrade the sovereigns of America by discipline! What will they come to? Where will this country be when its youth have learned no discipline for themselves, have no respect for law, and pay no veneration to age? All the laws of our human nature must be reversed, if this country does not come to ruin, when such is the education of our youth. No man need say there is no danger of this, when judges of our courts tell the teacher he must not use the only mode of punishment which in some cases is possible, and tell the boys that they can enforce the law against the discipline of the teacher! If this were really done throughout the state, the schools must be broken up. That would be inevitable. But, happily, by tradition, by their own education, by their common sense, and by their natural desire for the welfare of their children, most parents see and repudiate this extreme humanitarian view of physical punishments; and when they know, as generally they do, that the teacher is acting, to the best of his judgment, for the good of the children, they will sustain and strengthen his hands. We thus have the help of nature itself to maintain discipline against ultra opinion.

But are not teachers to blame sometimes in setting before pupils too much the fair side of things? Exciting the hopes of ambition too much in one direction, and the fears of failure too little in another? It is the commonest thing for speakers at school exhibitions, as well as teachers themselves, to tell the boys that any one of them may be President of the United States; but they fail to tell them that the chances are a hundred times greater that any one of them may be hung for want of early discipline in truth and obedience. Yet the last is strictly true. Hope is indeed, the great impulsive motive of the mind; but if the mind may be swayed healthily and nobly by its attractions, is it not also true that it may be repelled from awful evil by the fear of its terrible retributions? Is human life so wholly invested with roseate hues, that we dare tell the youth, adventuring in its morning, that those are never darkened?—that morning is never clouded? Alas! clouds and darkness rest upon it; and we should teach those boys and girls, before we teach them any knowledge, that—that they can escape the dangers of the storm only by the love of holy truth and obedience to all just authority. This is discipline of the heart, which, above all culture, gives also the true discipline of the mind.

But how is *obedience* to be secured? This brings us to what is called the practical, every-day discipline of the school. And here comes in the epidemic opinion of philanthropists (*who is a philanthropist?*), that we should not use the *rod* lest we should degrade these precious bodies, or blunt the sensibilities of some aspiring

boy! Now we say plumply, that this sort of sentimentality is downright humbug of the worst kind. It is humbug, because there is nothing particularly precious or dignified in our skins; and of the worst kind, because it seeks to destroy the discipline of the schools, where, of all places, discipline is most needed. The degradation in whipping does not consist in its being put on the body, but that it is punishment. Punishment is degrading. It must be, and it ought to be. How can you escape from punishment in discipline? You can not, and these pseudo-philanthropists don't pretend to. They only say, you must punish in some other way. *What way is more efficient?* Here comes in the discretion of the teacher. For it depends on the age of the pupil, in some measure on his temperament, and on the circumstance of the case, whether the rod is really the best mode of punishment. In general, the youngest children are the most amenable to the rod; for they have the least reason. We use animal punishments (as we should define them) where the reason, which makes man intelligent and superior to mere animals, is not developed. We heard an aged and intelligent lady say, that when a child is old enough to show a temper, it is old enough to be whipped. This will be called by the sentimentalists, cruel; but never was anything said more true. It is the failure of mothers to begin the discipline of children early, that gives teachers, society, and the world such infinite trouble afterwards. The same thing may be said of the youngest children in schools. Children begin to come to school at five years of age, and from that to ten they are little sensible to any other motives than those which affect their bodily feelings. They can not reason clearly on moral considerations, and they are too young for much ambition. Hence, we see parents and teachers also invent many sorts of minor punishments; but almost the whole of them appeal to the bodily sensations. The parent puts the child in a dark closet, or sends it to bed without supper, or whips it if he thinks that best. The end is the same, and that end will remain, whatever variation there may be in the punishment. Teachers have not so many resources as in the household; and for young children, a good whipping is the quickest, cheapest, and oftentimes the very best mode of punishment. It is no more likely to fail than any other kind of punishment; and yet we admit at once, that there may be boys to whom such a punishment is not suitable. This is particularly the case with the older boys. We once saw a teacher, where we went to school, tie up a boy to a post in the room, and give him a cowhiding. It did no good, but, on the contrary, it did harm. The boy was of a cold, obstinate temperament, and his sensibilities were blunted by his own bad conduct and repeated whippings. In such a case, the boy ought either to be discharged at once, or only moral influence affecting the heart be used. He was in a condition in which only absolute conversion of the heart would do any good. But the teacher was not the man to see this, nor the man to use the kindly influence of the friend, if he had seen it.

We do not affirm that universal whipping is necessary—we do not affirm that the body is the best avenue to the mind; but we do affirm two fundamental principles of education. We affirm that discipline is the first and greatest element of education. It is to education what delivery, as described by Demosthenes, is to the orator. Delivery—delivery—delivery! is the essential element of oratory, and so is discipline—discipline—discipline—to education. We affirm again, that to the success of discipline, it is essential that the teacher should be allowed a discretion in his modes of punishment. We do not believe any teacher who is fit to be a teacher on earth, ever whipped children because he wanted to; for to none but an unnatural being, could whipping children be a pleasure. But we say that there is nothing in our modern experience to reverse the doctrine of the ancients, that he who spareth the rod, spoileth his child. We look for that better time, when human nature will be softened by the dews of heavenly grace, and human punishments cease, because no longer needed; but till then, we shall be incredulous of any system which professes to do without the discipline of the body, the mind, or the heart.—*Ohio Educational Monthly.*

5. LEGAL DECISION ON THE MATTER IN OHIO.

A school-whipping case was recently tried in the Court of Common Pleas at Ashland county, Wm. Osborn, Judge. The evidence showed that the whipping was severe, but administered with ordinary switches, and discontinued the moment the boy yielded. The charge of the Judge was to the effect that the right of a teacher to inflict corporeal punishment on a pupil was well settled in law, and that the mere excess of punishment did not render the teacher criminally liable unless the evidence showed (1) that the instrument was improper; (2) that permanent disability was caused; (3) that the punishment was inflicted in anger, or in hatred or in ill will; or (4) that the punishment was violent or cruel. The verdict, "Not guilty," was returned by the jury. "The decision," says the *Ashland Times*, "was a righteous one, and had it been otherwise we would give little for the discipline of the schools of our country."

6. EXPERIENCE OF A PARENT IN OHIO.

A "Parent" in the Zanesville (O.) *Courier* gives some of the results of the non-whipping system of the School Board in that place: 1. The order and scholarship have deteriorated more than twenty-five per cent. under the Board's new-fangled experiment—so say a large majority of the teachers, and so say a majority of the parents. 2. It has caused a considerable number of children to be turned out of the school. Those children mostly belong to the class for whom "free schools" were created. Any boy who prefers playing in the streets to going to school, has only to take advantage of this beautiful "rule," and get dismissed from the school. One of our old and honorable citizens informs me that his business for many years has required him almost daily to meet the pupils of one of the ward schools as they leave the school-room, noons and evenings, and that until within a few months past he was never treated uncivilly by them. They have now become so impudent and so rude to him that he avoids as much as possible meeting them. A few days since he threatened to report them to their teachers for their rudeness, and was answered with an oath: "they don't dare to touch us."

7. OBJECTORS ANSWERED.

J. C. K., in the *Religious Monthly Magazine* for March, defends the practice of corporeal punishment against two classes of objectors: those who disapprove only the infliction of bodily castigation, and those who hold to the efficiency of kindness and moral suasion.

To the first class, who argue "that corporeal punishment is degrading to the spirit," and that it inflicts a physical injury, he replies that all punishment is degrading and attended with pain; but that the disgrace lies not in the discipline, but in its connection with wrong doing—a very important distinction. He then shows conclusively that if injury is to be inflicted, whipping is a far less serious evil, because merely an external infliction, than the inward torture to which a sensitive nature is subjected by dishonorable demerits and cutting satire.

To the second class, who argue that all punishment is barbaric, and that moral and civilized beings require merely enlightenment and moral suasion, he replies that, in most cases, the course recommended is an impossibility, for the very act of singling out a child for the exercise of moral suasion is a degradation in the eyes of the child and his companions. As for the moral suasion, that implies the knowledge of right and wrong which comes in a large part from the experience of their fruit—pain from sin and joy from virtue—and if a child has no experience of pain as connected with wrong doing he can never get the hatred for it which will make it susceptible of being used as a motive.

He claims that the true philosophy of punishment as a means of discipline has for its object the awakening of the moral perceptions and connecting the "idea of wrong with pain, harshness, and degradation." When this has been done, and the idea of wrong is so associated with suffering, and right so wedded to pleasant emotions, "that, if the two courses are presented to the mind, love for the one and hatred to the other will instinctively rise with them," we have the real basis of moral suasion, which may then take the place of punishment.

Sin is a moral disease which must be cured however bitter the medicine, and where offences are committed there ought to be no shrinking. "Moral health is the thing to be gained at all costs. And though from our earthly the same as our Heavenly parent, all chastening seemeth for the present to be grievous, yet afterwards it yieldeth the peaceful fruits of righteousness to them that are exercised thereby."

8. AN OPPOSITE VIEW.

A writer in the *Iowa Instructor* argues that a discipline can be substituted for the rod, which will answer a better purpose, and that teachers should discard the use of the rod in the school room. He states that neither the reformation of the offender, nor a salutary influence on the spectators is gained by whipping and thus concludes:—

"But even if this method accomplished all that its advocates claim for it, we would still argue for its discontinuance. It is unnecessary. The fact that many of our best teachers are able to conduct schools successfully without it proves this point, as it also proves that those who cannot govern without a resort to the rod, are deficient in at least one of the essentials of a good teacher. We claim then that there is no case, where a proper course is pursued by the teacher, in which kindness will fail to secure good discipline in the school, without resort being had to this mode of punishment. Can any teacher cite a single case where kindness—not pretended but real—has failed to win respect and obedience from the pupil? We speak of kindness, not in a sense which conveys the idea of indulgence and partiality, but of that kindness which shows itself in attempts to benefit the pupil, which makes him feel that you have

an interest in his welfare, and will be rejoiced at his improvement. Where a course of this kind is pursued toward a pupil, you need have no fears of trouble in his case. But it may be asked what if after all this has been done a scholar becomes wilfully rebellious, what can we do but compel him to submit by force? We answer, that in a school properly conducted, such cases will very rarely, if ever, occur. Scholars, as a general rule, do not rebel, unless they have been driven to it by the injustice of the teacher, or when the character of the teacher is such as to convince them that they may do so with impunity. In either case, shall we punish the pupil for the fault of the teacher? It were manifestly most unjust to do so. But if a case of this character should occur, where the teacher was in no wise to blame, and the pupil is wilfully and maliciously disobedient, then we say that it is better to expel him from the school than to whip. We have shown that whipping will not reform him, and if he is so much depraved that no moral influence will reach him, it were surely better to have him removed from the school, than to remain where he not only receives no benefit himself but rather exerts an evil influence upon the rest of his schoolmates.

It is argued that the teacher stands for the time in the place of the parent, and that he may with the same propriety make use of the rod, as does the parent? We know that this is a favorite argument with many, but we deny the premises upon which it is founded. The teacher does not stand in "*loco parentis*." The teacher does not feel himself that this is the case, nor does the instinct of the child teach him thus. No respect or love will ever cause the child to feel toward the teacher as toward the parent, and no punishment will be received from both in the same spirit and with the same results. The argument, then, founded upon this theory, is false, because the supposition itself is erroneous.

Many other reasons, in addition to those already given, might be adduced, why we, as teachers, should discontinue this method of punishment in our schools, but these may suffice to call attention to this subject which, though not an original one, is yet of great practical importance as regards the prosperity of our schools.

9. UNWISE LEGISLATION IN NEW JERSEY.

By the new School Law of New Jersey, it is enacted (Sec. 80): That no teacher shall be permitted to inflict corporeal punishment upon any pupil in any school in the State. This, we believe, is the first instance of the entire prohibition of corporeal punishment in school by State enactment. It is natural that the opponents of the "birch" should rejoice at such an endorsement of their views, and consider the law a great moral triumph. Possibly it may be. The home training of New Jersey children may be so excellent, that punishment can safely be prohibited in the schools; but we doubt it. If we are wrong, and we hope we are, we may shortly begin to look for another law forbidding the imprisonment and other "corporeal" punishment of men and women: for if the unreasoning children of New Jersey may be kept in order by moral suasion alone, how much more may those who have arrived at years of discretion. Let the reform go on, and soon offenders against the law may cease to tremble with fear of "getting justice" in New Jersey courts.

We spoke of prohibition of punishment advisably. The law forbids the infliction of corporeal punishment, without limitation. Any infliction of bodily pain as a penalty for wrong doing is therefore prohibited. Is a boy required to stand upon the floor? That is bodily restraint; it is corporeal punishment, painful to the poor boy's legs, and if his sensibilities are not entirely blunted, it shocks his nervous system, and makes him hang his head in shame. Let it not be done, it is against the law. Is a boy kept in at recess, or after school? He is deprived of needed recreation; his body suffers, to say nothing of his brain. It is corporeal punishment, and must not be allowed. But, it may be urged, the corporeal punishment implied, is flogging. Then it should have been so stated: and common prudence might also have provided that on breaking the rod of correction, there should not be suffered in its stead substitutes that are worse. Punishments that task the mind, lacerate the sensibilities, or kill the affections, are infinitely more severe than blows which mark the body: and because they leave no immediate visible marks, are more likely to be carried to excess than the infliction of superficial stripes.

On the score of humanity, we believe the rod to be a more healthful and less dangerous means of enforcing discipline than many of the emotional tortures freely employed by those who would be shocked at the idea of "thrashing" a rebellious youngster. The great majority of school children obey the laws of school, as good citizens the laws of the State, not from fear of punishment, but because of innate self-respect and sense of right. These are seldom or never amenable to punishment. The loss of standing in school, and in the affection of their teachers, that follows upon wrong doing is sufficient penalty for any misdemeanors that they may be guilty of. But there are others who are not to be reached, certainly not

at first, by such influences. They are to be restrained only by fear of punishment. So long as they remain in school, good order and discipline cannot be maintained, except the teacher has power to inflict such punishment. Teachers are human, and power may be injudiciously exercised. But the danger of excessive use of the rod is certainly no greater, if it is as great, as the danger of an ignorant and unfeeling infliction of more severe, though less palpable penalties. If teachers are not to be trusted in the one case, no more are they in the other. If they are not to be trusted in either, they are not fit for their office.—*American Educational Monthly*.

10. A PLAN OF REWARDS AND PUNISHMENTS IN SCHOOLS.

From a paper read before the English College of Preceptors by R. W. Biggs, Esq., LL.D.

The cultivation of industrious habits was the main direct aim of my "plan," and these indeed indirectly did much to prevent vice and promote virtue. Considering that *certainty* and *proportionateness* were two main requisites both of rewards and punishments, I set out with the principle of paying for all work according to its goodness, and fining for every bad deed according to its badness, and that in the same coin. It was quite in consistence with this principle that the best deeds were rewarded only with honour, and the worst (as a rule) punished only with disgrace. This was the sting of the punishment when little boys (big ones never did it) occasionally had their hands tied for striking; or boys guilty of falsehood were never asked a question, or allowed to make a statement of fact; or mischievous ones were forbidden to go out of sight without asking leave. Espionage I altogether disavow; and never received information of offences, except in one or two grave cases, when the whole school thought it right to make a formal communication. Yet so great, generally, was the spirit of obedience and order, that I could scarcely maintain my gravity (I have often laughed since) when a youth six feet high came down one night to my sitting-room to know if he might shut his bedroom door! i. e. a second door to the room, which was usually kept closed. Corporeal punishment, though not disclaimed for overcoming obstinate disobedience, &c., was almost unknown; was never inflicted for imperfect lessons. At the end of the day, each boy presented his "bill," or account of the day's work, with his own estimate of its value, which I was sometimes obliged to "tax." Written exercises of all sorts I priced in pencil. At first I paid these bills in tickets with money values printed on them. For this idea, as well as for the "coin" itself (as I called it just now), I was indebted to James Perry, whose system attracted much attention near forty years ago, and was partially adopted for a time by my father. His use of it was very different from mine. There was a collateral advantage in the practice of ready reckoning which it gave. As however the coin wore out, and its use was liable to some abuse, not so much by dishonest taking, as by giving in mistaken kindness to popular boys by those who had it to spare, I latterly kept the accounts myself. Each boy was required to earn a minimum of 5s. a day (after paying any fines he might have incurred). Those who had not 30s. to show at the end of the week were not entitled to the usual play next week till the money was made up. Whatever was earned over that minimum might be contributed, when it amounted to £6, to the purchase of a day's holiday, or half-a-day for a proportionate sum. I gave no holiday—"could not afford it"—not even a half holiday in the week, or at the request of friends, unless the Queen herself should ask. The only holiday I ever gave was in celebration of peace after the Russian war; and I promised another when slavery should be abolished in America. This had not been done when my health obliged me to give up school-keeping. The compulsory hours of work were very short, not more than 3 or 4 in the day; but I took care that they should be well used, devoting myself to superintendence and direct teaching, giving help in preparation, &c. The classical lessons were heard out of school, or by my assistant in another room. There was no temptation or excuse for wasting a minute. When the appointed work was done, there was abundant choice of other; and a vast amount of entirely voluntary work was done out of school as well as in, thus cultivating habits of self-employment, and exercising taste and judgement in the selection of that employment. Drawing, mapping, calligraphy, modelling, committing poetry to memory—any good work was accepted and paid for according to its merit.

The holidays thus earned were generally spent in country excursions, or picnics of a very simple kind. So great was the zest both in the work and the recreation, that I have often known industrious boys, on returning from a day's excursion involving considerable fatigue, set to work immediately, as if with fresh energy, to get another holiday! Indeed, I never had the school in more vigorous working order, than when they were regularly earning one and sometimes two whole holidays a week. In these treats all participated who were not "behind" in their money. Thus the whole school were interested in the industry and progress of each, and the best

and most industrious boys, so far from being regarded with jealousy and dislike, as is so apt to be the case, especially when they alone receive prizes, were the most popular, as being the best holiday-earners.

The fines ranged from 1d. poundage for every article carelessly left about (which I had to pay myself sometimes to the holiday fund); 3d. for any unnecessary speaking or noise (in school time) or other interruption of others, (no speaking was then allowed, except to me, or my presiding assistant, on business; and so complete was the silence, that even a whisper was seldom attempted. My notice of any infraction of order was generally by holding up three fingers, which the guilty party alone was pretty sure to see); 1s. for the use of any "opprobrious epithet" (appropriate epitaph, as some of my wags called it), including, of course, most nicknames. This was thought by some at first *very strict*. I was once or twice caught transgressing, and of course had to pay 1s.; 1s. also for romping in the school-room, a play-room being provided. The highest fine was 5s. for disobedience to a direct command, or wilful violation of a known rule, e. g., straying from a walking party beyond reach of communication; when this did not appear to be intentional, the mitigated penalty of 2s. 6d. was levied. In our very free rambles this was the commonest offence. Of course it was everybody's interest to prevent offences as well as to promote industry. The process of fining was most simple and expeditious, free from the irksomeness and heart-burnings, which are apt to accompany "impositions." And lessons—literary work—instead of having disagreeable associations as the instrument of punishment, was rather the means of escaping punishment as a suffering. By industrious boys a fine was scarcely felt, except as a slight disgrace.

The Rev. G. Henslow, the Chairman, remarked that such a system as that described by Dr. Biggs could probably only be carried out successfully by the inventor, and would be difficult of adaptation to different circumstances. In reference to the details, he could not see why it should be necessary to mark a money value on the tickets, when they were not paid for in money; but this was not a material point, if the object of the system had been attained. There would be some difficulty in introducing any system of the kind in London schools, because boys living at home lose their zest for holidays through the indulgence of their parents in frequently keeping them from school. Corporeal punishment might very well be disused, except in cases of extreme obtuseness of the moral sense.—*English Educational Times*.

11. OPINION OF THE HON. N. BATEMAN, OF ILLINOIS.

The prevalence of the sentiment which would sweep every form of corporal punishment from the school-rooms of the country, and even render its infliction, under any circumstances, an unlawful act, by positive prohibitory legislation, must be regarded with grave apprehension by all who rightly understand the true office and nature of punishment in the family and in the school, and its momentous relations to the welfare of the state. The great end of a system of popular education is, to fit millions of the nation's children for the high duties and privileges of a free citizenship; and this is done not half so much by the knowledge gained, as by the discipline of the school-room. It is a grand thing to endow the youth of the country with the elements of knowledge, and to arm them with the power conferred by even a rudimentary education; but it is a grander thing to clothe them with the garments of gentleness and docility, and give them back to the state with habits of obedience and truth, a sense of the inviolability of law, and a sincere reverence for whatever is venerable, just, and good. This is the supreme work of the schools of the state; the highest conception of their influence and value. And to what unspeakable importance is this thought exalted when it is remembered that one-fourth of the whole population of the country are, or should be, in the public schools. When it is considered that strict subordination and obedience is a prime and absolute necessity to the success of every school, and that every teacher must, of equal necessity, be invested with a very large discretion in the choice and use of means to ends, what folly to say that all other agencies may be resorted to except those which would lead to obedience through the ordeal of physical pain, and to denounce these as always and intrinsically savage and barbarous. Who does not know that there are punishments a thousand times more terrible than those of the rod, and which could be inflicted with impunity, though every vestige of authority to use the rod should be denied or repealed by statute? Is the soul less dignified than the body? Is the heart less tender in the sight of the law, and of Christendom, than the skin? Are the moral susceptibilities and feelings less vulnerable to pain and torture than the flesh and muscles? What resources of anguish abide in the insensate fibres of a wooden rod, compared with those which lurk in the tongue, and voice, and eye, of a bitter and unloving man or woman? May not cruel words and tones of irony, sarcasm, or invective, cut and bite and sting the shrinking sensitive soul of a child, as well as the sharp blows of the rattan? Who would not prefer that, if his

child must be punished, the blows should fall upon its body, from the hand of a firm though conscientious and gentle-hearted teacher, than upon its heart and spirit from the fiery tongue of a moral savage or virago? * * *

The argument of the courts is—parents are justified in the reasonable and moderate use of the rod, when necessary to secure obedience; the teacher stands, for the time being, and for certain purposes, *in loco parentis*; therefore, the teacher is warranted in a moderate and reasonable use of the rod, when necessary to proper discipline in school. But is it true that humane, conscientious parents ever resort to corporeal punishment in the discipline of their children? It is not necessary to answer this question. The agency of physical suffering, the rod, is resorted to, when occasion seems to require, by the wisest and most kind-hearted parents on earth, as all the world knows; resorted to by them because they are wise and tender-hearted, loving their children too well to omit any reasonable means to turn their erring feet from the ways of vice and folly. And a comparison of results is not feared. Those families whose children are sometimes made acquainted, in loving firmness, with the "relic of barbarism," are at least as well and as successfully governed as those who claim to have learned a more excellent way; and the sons and daughters of the former are at least as likely to become worthy men and women, as those of the latter. The wild epithets so flippantly applied to the regulated use of the rod in school do, therefore, by logical necessity, glance from the heads of teachers to those of all parents who approve a like use of that means of discipline; and every assault made upon physical chastisement in school, as a remnant of a savage and brutal age, is, per force, levelled also against all the families in Christendom which adhere to the "antiquated theory of parental government." This, I am aware, does not prove that corporeal punishment is right, but it comes as near to it as the rash fulminations against it do toward proving that it is wrong. Assertion may as well be met with assertion: corporeal punishment is not, in itself, brutal, or a relic of barbarism, but is an agency that may, under proper circumstances and conditions, be rightfully and beneficially employed; and those who will not resort to it when all other means fail, rather than those who do, should be the objects of apprehension to all true philanthropists, Christians, and patriots.

Without doubt the best teachers do, as a general rule, use the rod the least: not, however, because they have a nicer sense of the "dignity of the age," or are of a higher type of civilization, but simply because they have a more perfect personal discipline, and command a wider range of mental and moral resources from which to draw in dealing with the wayward and erring. It may be that, if we were wise enough, some other remedy might be found in every case. I cannot say. But it is quite certain that, so far as we can judge of cause and effect, cases arise, at one time or another, in the experience of most teachers, when the timely and judicious infliction of corporeal punishment seems, both at the time and ever afterward, the wisest and best thing that could be done. When nations beat their swords into ploughshares, and their spears into pruning-hooks, and learn war no more, the mission of the rod will be ended—perhaps sooner, but I think not. At all events, the moral millennium will not be hastened, whether for nations or school-masters, by passing laws based upon the negation of the most palpable facts of humanity.

The only possible rule, is to allow teachers all necessary discretion in respect to the infliction of corporeal punishment, and all other forms of punishment, and then hold them to a just accountability for abusing the authority conferred. This is the essence of all the decisions of the courts, and is the only rational view that can be taken of the subject. Our school-laws are silent upon the whole subject, but the rulings of our courts have harmonized in nearly every instance with those of the distinguished jurists of other states, and with the spirit of the remarks which have now been made. Let our teachers and school officers carefully study the opinions cited, and act in their spirit, in the fear of God, and with love and charity toward all, and they will not go far astray, and need have no fears of being molested by the law while in the plain path of duty.—The above is from the *Illinois Teacher*, and the Editor says:—"We should think the widespread wickedness and lawlessness of the times, manifested too often by our youth, would teach people that we need discipline—quick, unhesitating obedience to law because it is law, and that obedience enforced by penalty. It is said children are not depraved, they need only to be started aright, they have no inclination to wrong. Perhaps so; but we should like to have these theorizers deal with the miscellaneous mass gathered in our schools from all classes and conditions of people. Some good people, say expel all obstinate cases: we have seen this proposed in an educational journal; but this seems to us merely shirking our duty, avoiding the hardness of our calling, and enjoying its pleasures merely. Besides, the state demands of us not their ruin, but their salvation."

II. Paper on Meteorology.

I. ABSTRACT OF MONTHLY METEOROLOGICAL RESULTS, compiled from the Returns of the daily observations at ten Grammar School Stations for July, 1867.

OBSERVERS.—Barrie—W. F. Checkley, B.A.; Belleville—A. Burdon, Esq.; Cornwall—W. Taylor Briggs, Esq., B.A.; Coburnville—John Haldan, Jr., Esq.; Hamilton—A. Macallum, Esq., M.A.; Pembroke—Alfred McClatchie, Esq., B.A.; Peterborough—Ivan O'Beirne, Esq.; Simcoe—Rev. J. T. Mulholland, M.A.; Stratford—C. J. Macgregor, Esq., M.A.; Windsor—A. McSween, Esq., M.A.

Table with columns: STATION, North Latitude, West Longitude, Barometer at temperature of 32° Fahrenheit (Highest, Lowest, Range, Monthly, etc.), Temperature of the Air (Daily Range, High, Low, etc.), Tension of Vapour (Monthly Means, etc.), and Remarks.

g On Lake Simcoe. * On St. Lawrence. n Near Lake Ontario (on Bay of Quinte). o On Lake Huron. a On Lake Ontario. i On the Ottawa River. l Close to Lake Erie. m On the Detroit River. k Inland Towns.

Table with columns: STATION, Humidity of Air (Monthly Means), Winds (Number of Observations, Surface Current, etc.), Clouds (Motion of Clouds, etc.), Rain (Monthly Means, etc.), Snow (Monthly Means, etc.), and Remarks.

0 Velocity is estimated, 0 denoting calm or light air; 10 denoting very heavy hurricane.

REMARKS.

Barrie.—On 4th, violent thunder with lightning storm from SW at 4.30 a.m., heavy rain and high wind. 5th, beautiful rose-colored aurora, very bright, intermittent, at 9 p.m. 10th, lightning. 11th, heavy rain, thunder and lightning storm between 5 and 6 a.m. 15th, heavy rain, lightning and thunder storm from SW at 5 p.m. Rain on 4th, 6th, 9th, 11th, 15th, 29th, 30th. Barometer very steady during the month.
Belleville.—On 4th, rained from 6.30 a.m. to 8.15 a.m., during which time a heavy thunder storm occurred with occasional very vivid lightning; storm proceeded from NW to SE; very little wind on surface, and scarcely any change observed in barometer or thermometer. 6th, thunder, lightning and rain of shorter duration. 7th, between 1 and 2 p.m., rain and lightning with distant thunder. 11th, rain, with intermissions, from 4 a.m. to about 2 p.m.; distant thunder between 6 and 7 a.m. and occasional lightning. 21st, occasional distant thunder from 1 to 2 p.m. and 8 to 9 p.m., with lightning on both occasions, but little rain. 22nd, occasional distant thunder with lightning to NW from 2 to 5 p.m., with a few drops of rain. Rain on 4th, 6th, 7th, 9th, 11th, 15th, 16th, 19th, 21st, 22nd. No severe storms except on 4th, weather steady and uniform.

65°. 20th, wind northerly with an undercurrent from E. 23rd, thunder. 25th, wet bulb tried twice, with same result, viz: dry 68°, wet 68°. Fogs on 15th, 20th, 26th. Rain on 4th, 5th, 15th, 16th, 24th, 26th, 29th, 31st.

HAMILTON.—Tulip tree (*Liriodendron tulipifera*) in bloom. 5th, lightning and thunder. 12th, pumpkins in bloom. 15th, lightning, thunder and rain. 16th, Indian corn in tassel. 18th, fall wheat harvested. 22nd, thunder. 29th, auroral light 15° along horizon 7° or 8° high. Storms of wind on 3rd, 5th, 6th, 10th, 11th, 13th, 19th, 22nd, 24th, 25th, 27th, 29th, 31st. Rain on 5th, 8th, 9th, 11th, 15th, 25th, 28th. Month very dry, amount of rain 3.4089 inches less than in July 1866, and duration of rain 38h. 7min. less.

PEMBROKE.—Storms of wind on 4th, 5th, 6th, 8th, 12th, 16th, 17th, 18th, 27th, 29th, 30th. Rain on 4th, 11th, 23rd. Vegetation has suffered for want of rain, but crop fair. English grain light, and below average yield.

PETERBOROUGH.—On 4th and 11th, lightning, thunder and rain. 15th, thunder and rain. 21st, (Sunday), a violent thunder storm in the evening with forked lightning, burst suddenly at 4.55 p.m., wind in heavy sweeping gusts from NNW, force 8; storm quite over at 5.50 p.m.; a great many barns and out-buildings in the country unroofed, and a few reported blown down. 29th, arch of auroral light across NH, bright, with a few faint streamers, at 10 p.m.; three falling stars observed. Rain on 4th, 6th, 7th, 9th, 11th, 15th, 21st, 22nd, 25th, 28th.

SIMCOE.—On 10th, halo round sun at 1.30 p.m. Lightning, thunder and rain on 1st, 5th, 11th, 15th, 22nd. Rain also on 4th, 8th, 25th.

STRATFORD.—On 3rd, lightning, 4th, thunder and rain. 8th, lightning and thunder. 11th, thunder at day light. 13th, hoar-frost on sidewalks. 15th, thunder and rain. 28th, lightning, thunder and rain, and storm of wind. Fogs 5th, and 23rd. Rain on 4th, 6th, 8th, 9th, 10th, 15th, 24th, 25th, 28th, 31st.

WINDSOR.—On 4th, heavy rain for one hour with lightning and thunder. 10th, lightning; storm of wind. 11th, thunder. 22nd, 24th, 25th, 31st, lightning, thunder and rain. Rain also on 15th (slight), and 23rd.

St. JOHN, NEW BRUNSWICK.—N. Lat., 45.°17'. W. Long., 66.°04'. Height above sea, 135 feet. We extract the following from a report sent by an observer at this point:—For the month of July, the corrected mean readings of *Barometer*, were, at 8 a.m., 29.980, at 2 p.m., 29.877, at 10 p.m., 29.922, means, 29.910. Highest, 30.292 on 31st; lowest, 29.916. Range, .678. *Temperature*: mean at 6 a.m., 56.050, 10 a.m., 63.023, 2 p.m., 66.035, 6 p.m., 63.070, 10 p.m., 58.007. Highest, 78° on 1st; lowest, 54° on 14th. Range, 24°. Greatest daily range, 22°. Warmest day, 1st, mean 66.°3; coldest, 20th, mean, 56°. *Tension of vapour*, mean, at 8 a.m., .430, 2 p.m., .454, 10 p.m., .525, mean, .486. *Humidity*, mean at 8 a.m., 83, 2 p.m., 73, 10 p.m., 87, mean, 81. *Wind*, southerly 19 days, SW being prevalent. *Rain* 9 days and 20 nights, total fall, 3.105 inches.

III. Paper on Astronomy.

1. THE EARTH'S YEAR.

In the July number of the *Teacher* something was said of the *Day* as a standard measure of time. In this article we propose to speak of the *Year*.

The revolution of the earth about the sun, or the time occupied by the earth in passing from the equinox around to the same equinox again, is called a *year*. It embraces the interval of the seasons in regular succession. Its length is 365 days 5 hours 48 minutes and 48 seconds—a certain number of *whole* days and a *fraction* of a day. Now, as the *times* of revolution of the earth on its axis and around the sun are *incommensurable*, and the year, for convenience, must contain a certain number of *whole* days, it has been a difficult problem to *intercalate* at proper intervals a sufficient number of days to keep the same seasons to the same months. The reckoning must be such as to bring midsummer about the 20th of June. If the year is too long, or too short, cold winter will reign in the summer months, and summer in the winter months.

Some of the ancients made the year to consist of 12 synodic revolutions of the moon, or 354 days. To make the proper corrections, a month every three years was added at first; afterward, three months every eighth year; and finally, eight months every nineteen years. This mode of reckoning prevailed among the Jews and Romans. The Egyptians made their year to consist of 365 days. It was divided into 12 months, of 30 days each, at the end of which 5 days more were added. The Romans, at first, adopted the lunar year, as it was fixed by Romulus, who decreed that it should consist of 10 months, or lunations—March being the first and December the tenth. According to this reckoning, the *Romulan* year fell short of the *solar* year 61 days. The High Priest was accustomed to publish tables informing people when the seasons should begin. After a time, through ignorance or neglect, the *intercalary* days were some times introduced and some times omitted; and the year became quite unsettled.

Numa introduced among the Romans the Luni-solar year, adding

to the lunar year, of 354 days, an *intercalary* month, of 22 days, every two years.

Julius Cæsar, by the assistance of Sosigenes, an astronomer of the Alexandrian school, may be said to be the first who, in any respect, was successful in the reformation of the Calendar. His year consists of 365 days and 6 hours. This is called the Julian Year. He decreed that every three years should consist of 365 days each, and the fourth year of 366 days. The latter was called *Bissextile*, or *Leap-year*, from the circumstance that the sixth of the calends of March, or the 24th of February, was reckoned *twice*.

The Julian year was found to be 10 minutes and 12 seconds *too long*. In process of time this error would reach a *maximum*, and thus the seasons and their corresponding months would be in direct opposition.

Pope Gregory XIII, in 1582, set himself about the correction of the Julian Calendar. Reckoning from the Council of Nice, which was held in the year 325, the error amounted to 10 days. At that time the vernal equinox occurred on the 21st of March; in Pope Gregory's time it occurred on the 11th of March. At the Nicene Council the time for *Easter* was fixed to occur on the first Sunday after the full moon which happened *upon* or *next after* the 21st of March; and if the full moon happened on Sunday, *Easter* would occur on the Sunday following. Hence we see that the time of the festivals of the Catholic Church was constantly changing. After many years, *Easter* would be changed from the pleasant and delightful season of Spring to cold and dreary Winter. To remedy this, Pope Gregory decreed that the 5th of October should be called the 15th, thereby bringing the vernal equinox back again to the 21st of March. To diminish the error of reckoning, he decreed further that *every year, except the centennial years, divisible by 4 shall consist of 366 days; the others, of 365 days; the centennial years divisible by 400 shall consist of 366 days; the other centennial year, of 365 days.* This is called the *Gregorian Calendar*. The error is less than a day for 4,000 years.

Catholic countries made use of the Gregorian Calendar as soon as the reform was instituted. It was not adopted, however, in England until the year 1742, when the error amounted to 11 days. It was then ordered that the day following the 2nd of September should be called the 14th.—*Illinois Teacher*.

IV. Biographical Sketches.

No. 23.—THE EX-KING OF THE GREEKS.

Otho, ex-King of Greece, and brother to Maximilian II, King of Bavaria, was born at Salzburg on the 1st of June, 1815, and has consequently died in his 53rd year. He was elected to the throne of the newly constituted kingdom of Greece at the age of 17, in virtue of the authority given by that nation to France, Great Britain and Russia. The convention between the three courts and the King of Bavaria, acting for his son, stipulated that Greece should form an independent state, and that the Powers, by negotiating with the Porte, should fix the limits of the kingdom then imperfectly defined; and that the majority of the young king, then a minor, should be fixed at the 1st of June. The Greek National Assembly acknowledged its king, and the young monarch landed in his new dominions with his German soldiers on the 6th of February, 1833. Brigandage, taking the form of petty civil war, and the perpetual antagonism of parties, coupled with the King's own incompetency, frequently held in check whatever progress might have been otherwise possible. The history of Greece from that day to 1863 presents us with little more than a record of the violence of factions and political intrigues. In 1836 he contracted a marriage with the Princess Mary Frederica Amelia, daughter of the Grand Duke of Oldenburg, who virtually exercised the regal power, owing to her husband's constitutional indolence. In 1863, however, misgovernment had compelled a revolution; Otho fled, and George of Denmark undertook the government of the kingdom at the request of those whom he has to govern. The ex-King's death arose from a severe attack of measles.—*Sunday Gazette*.

No. 24.—ARCHBISHOP TURGEON.

The late Archbishop of Quebec, Pierre Flavien Turgeon, was born at Quebec, 12th November, 1787; his father, Louis Turgeon, being a respectable merchant of that city. In 1800, he became a scholar of the Petit Seminaire of Quebec; and his whole course at school was marked by diligence, ability, and propriety. He attracted the attention of Bishop Plessis, who employed him as a secretary, and trained him to all the details of episcopal duty, in the hope of leaving his throne at his death to M. Turgeon. But it was not till twenty-five years after Archbishop Plessis' death that M. Turgeon

was elevated to his place. He was ordained as priest in 1810, and became for 22 years a director of the Grand and Petit Seminaire of Quebec, and for 9 years the procureur (attorney) of these schools. It was in this latter capacity that he rendered them immense service, in a pecuniary point of view. He also taught the students theology and ceremonies. At the death of Bishop Plessis, in 1825, Bishop Panet, then 72 years old, feeling the need of a coadjutor, presented the names of three priests to the Earl of Dalhousie, Governor-General of Canada,—inasmuch as the English Government up till that time exercised the rights of the French Government in the appointment of bishops. Two of the three—Messrs. Demers and Turgeon—withdrew their names, however; and M. Signay was appointed. Bishop Panet died in 1833; and Bishop Signay, finding a coadjutor necessary, induced M. Turgeon to share his labors, and he was consecrated in 1834, as Bishop of Sidyme, *in partibus infidelium*. In this high office he labored diligently, and raised up in 1837 the Society of the Propagation of the Faith; in 1838, he commenced the mission to Columbia; in 1841, he established ecclesiastical "retraites." In 1844, he built the Archbishopal Palace, and in the same year erected the Ecclesiastical Province of Quebec. On the death of Archbishop Signay, in 1850, he was raised to the archiepiscopal throne.

In 1855, he was struck with a fatal malady, which ended in death on Sunday, 21st September, in his eightieth year.

In 1845, he was most active in relieving distress after the great fire in the St. Roch and St. John Suburbs; and in 1847, the year of the ship fever, he labored assiduously to supply the dying with the consolations of religion, and to take care of the 400 orphans left destitute. In his last years, he aided in establishing an *asyle* of the Good Shepherd (Magdalen Asylum); but his special interest was in the labors of the Sisters of Charity, and they repaid his kindness by their attentions; for twelve years two of them came daily to attend him with the most unremitting care and solicitude.

Archbishop Turgeon was an ardent friend of education, and instances are narrated of his lively interest in the elementary schools, while the successful establishment of the Laval University was in great measure due to his exertions, although the idea was first broached by another.

No. 25.—THE REV. JOHN CLIMIE.

The Rev. John Climie, Congregational Minister, of Belleville, died at Quebec, on Monday, 5th August. He was born at Cambuslang, near Glasgow, on 19th February, 1807. In 1820, the family emigrated to Canada, and settled in the township of Dalhousie. Mr. Climie manifested much energy of character from his youth, and before his ordination was a devoted and successful Sunday School teacher. He was ordained in 1840 as an Evangelist, and in 1842 settled in Bowmanville as pastor of the Congregational Church. Having resigned, he established in 1855 the *Canadian Statesman* newspaper. In 1857, Mr. Climie removed to Belleville. Last year he was prostrated with fever, but during the winter he recovered his strength sufficiently to enable him to do much work. He was chosen Chairman of the Congregational Union at Kingston, in June, and his departure has occasioned the deep sorrow of his brethren who so recently elevated him to that important position.

No. 26.—PROFESSOR FARADAY.

Professor Michael Faraday, the distinguished English *savant*, was born in Surrey, England, on the 22nd September, 1794. The son of a smith, he received but little education in his youth, and was apprenticed to a book-binder. His tastes, however, soon led him to the almost exclusive study of books, the construction of machines and the performance of chemical experiments; and hearing a course of lectures by Sir Humphrey Davy in 1812, he sent to the lecturer a copy of the notes he had taken, and requested his assistance to enable him "to escape from trade and enter the service of science." Davy received the application favorably, and in March, 1813, appointed Faraday Chemical Assistant in the laboratory of the Royal Institution. In the autumn of the same year, as Secretary and Scientific Assistant, he accompanied Davy in travelling, their journeys continuing till April, 1815. He then returned to the Royal Institution, with which he remained connected to the last, becoming Professor of Chemistry in 1833, a position he ever after held. He was early interested in electrical researches, assisting Davy, in prosecuting those first entered upon by Oersted on the relations of electricity and magnetism. In 1820 he discovered the chlorides of carbon; in 1821, the mutual rotation of a magnetic pole and an electric current, and in 1823 his exertions led on to the condensation of the gases. Among popular lecturers, as among original experimenters, he held the highest rank. The honors which his own and foreign governments and institutions bestowed upon him for his services to

science were numerous. He was a Commander of the Legion of Honor, Knight of the Prussian Order of Merit, Fellow of the Royal Society, Doctor of Civil Laws, one of the eight foreign Associates of the Imperial Academy of Sciences at Paris, besides being a member of many learned and scientific bodies in Europe and America. Few scientific men received so many distinctions from learned societies and institutions. The Queen allotted to him, in 1858, a residence at Hampton Court, and since 1835 he has received a pension of £300. The estimation in which Faraday was held by his preceptor, Sir Humphrey Davy, while he was yet a young man, appears from the following anecdote:—A friend one day said to Sir Humphrey: "You have made invaluable contributions to chemistry, pray tell me which you regard as your greatest discovery?" Sir Humphrey instantly replied, "Mike Faraday." He died peaceably at Hampton Court, on Sunday, 25th August.

"The belief in the disinterested zeal and lofty purity of life of the students of philosophy, which was one motive for Faraday's petition when a lad to Davy, to enable him to become a servant in the humblest walks of Science, rather than to spend his days in the pursuit of trade, was redeemed by Faraday's whole life. No man was ever more entirely unselfish, or more entirely beloved. Modest, truthful, candid, he had the true spirit of a philosopher and of a christian, for it may be said of him in the words of the father of English poetry,—'Gladly would he learn, and gladly teach.' The cause of Science would meet with fewer enemies, its discoveries would command a more ready assent, were all its votaries imbued with the humility of Michael Faraday."

27. CIVIL LIST PENSIONS.

The following is a list of pensions granted between the 20th of June, 1866, and the 20th June, 1867, and charged upon the Civil List:—Mrs. Augusta Mary Ann Delves Broughton and Miss Susan Christine Arbuthnot, in consideration of the long and distinguished services of their late father, Mr. George Arbuthnot, as an officer of the Treasury, 100*l*. Mr. Henry John Doogood, in consideration of his having been for many years engaged in literary pursuits, and in connection with the public press as a Parliamentary reporter, and of his being now blind and paralyzed, 40*l*. Mr. George Thomas Thomason, in consideration of his services in connection with the periodical literature of the day, and of his being now afflicted with blindness, 40*l*. Mrs. Ellen Sykes, widow of the late Mr. Godfrey Sykes, in consideration of her late husband's services to the industrial arts of the country, and to the Museum at South Kensington, 75*l*. Mr. Arthur Hill Hassall, M. D., in consideration of his eminence as a scientific chemist, and of his services in connection with the inquiry into the adulteration of food, 100*l*. Mr. Robert Young, in recognition of his services as an historical and agricultural poet in Ireland, 40*l*. Mrs. Margaret Carpenter, widow of the late Mr. William Hookam Carpenter, in consideration of her late husband's services as Keeper of the Prints and Drawings in the British Museum, and of her own merit as a portrait painter, 100*l*. Mrs. S. Coulton, widow of the late Mr. David Coulton, in consideration of the literary merit of her late husband, 75*l*. Mr. Patrick Frederick White, in consideration of his services as an author, public lecturer, and illustrator of the minstrelsy and bardic literature and music of ancient and modern Ireland, 75*l*. Miss Mary Craik, 30*l*. Miss Georgiana Craik, 30*l*, in consideration of the services of their father, the late Dr. Craik, as Professor of History and English Literature in the Queen's College, Belfast. Elizabeth Dame Harris, widow of Sir William Snow Harris, in consideration of her late husband's valuable invention of the system of lightning conductors, 100*l*. Miss Marianne Petrie 25*l*, Miss Eliza Petrie 25*l*, Miss Julia Petrie 25*l*, Miss Jemima Petrie 25*l*, in consideration of the eminent services rendered by their late father, Dr. Petrie, to archæological science, both as an author and as a public servant. Mr. George Cruikshank, on account of his great merit as an artist, 95*l*. The Rev. Miles Joseph Berkeley, on account of his eminent services as a botanist, 100*l*. Caroline, the wife of Captain Chisholm, late of the Indian Army, in consideration of the valuable and distinguished services rendered by her to emigrants in New South Wales, 100*l*.

V. Miscellaneous Readings.*

1. ANGRY WORDS.

Angry words are lightly spoken,
In a rash and thoughtless hour,
Brightest links of life are broken,
By their deep, insidious power.

* NOTE TO TEACHERS.—FRIDAY READINGS FROM THE JOURNAL.—Our Chief motive in maintaining the "Miscellaneous" department of the Journal is

Hearts inspired by warmest feeling,
Ne'er before by anger stirred,
Oft are rent past human healing,
By a single angry word.

Poison drops of care and sorrow,
Bitter poison drops are they—
Weaving for the coming morrow
Saddest memories of to-day.
Angry words! oh, let them never
From the tongue unbridled slip,
May the heart's best impulse ever
Check them ere they soil the lip.

Love is much too pure and holy,
Friendship is too sacred far,
For a moment's reckless folly
Thus to desolate and mar.
Angry words are lightly spoken;
Bitterest thoughts are rashly stirr'd;
Brightest links of life are broken
By a single angry word.

—Albany Evening Journal.

2. KINDLY WORDS.

How softly on the bruised heart
A word of kindness falls,
And to the dry and parched soul
The moistening tear drop calls;
Oh, if they knew who walk the earth
Mid sorrow, grief and pain,
The power a word of kindness hath,
'Twere paradise again.

The weakest and the poorest, may
This simple pittance give,
And bid delight to withered hearts
Return again and live;
Oh what is life if love be lost?
If man's unkind to man:
Or what the heaven that waits beyond
This brief but mortal span!

As stars upon the tranquil sea
In mimic glory shine,
So words of kindness in the heart
Betray their source divine:
O' then, be kind, who'er thou art,
That breathe'st mortal breath,
And it shall brighten all thy life,
And sweeten every death.

3. A TALK WITH MY BOYS ON MEANNESS.

Boys, you may lay aside your books. I wish to have a bit of talk with you. All ready? As I entered the school house to-day, I heard one of you say, "That's mean!" I didn't stop to enquire what it was that was thought to be "mean," but I said to myself, "Some boys will do mean things; and some boys are quick to detect meanness." Now I have been thinking that it might be a good thing to talk over with you some of the ways in which meanness may be shown in school. Possibly you and I may not agree in our estimate of what is done. And yet I believe that in most cases we shall hold the same opinion. I take it for granted that no one of you would like to have me, or any one else, consider him a mean boy; but as a person is judged by his acts, that epithet justly belongs, of course, to every one whose acts are mean. Do you not agree to that? You do? Well, then, I will suppose a few cases.

Suppose that, relying upon your honor, I leave the school room, and in my absence you are disorderly, doing things you would not do in my presence. I call that mean, because it violates the confidence placed in you, and because it shows cowardice. Acts speak as loudly as words. Did you ever stop to think what is said by the boy who takes the advantage of my absence to do wrong? What is it? I'll tell you. He just says this, "I'm a mean boy! I am here on my honor, I know; but I don't care. I'm going to have a good time, though it is mean. School-mate you are at liberty to set me down as mean." That is what his acts plainly declare. Do

to furnish teachers with choice articles selected from the current literature of the day, to be read in the schools on Fridays, when the week's school-work is finished, as a means of agreeable recreation to both pupil and teacher. Several teachers have followed this plan for several years with most gratifying success.

you not agree with me in this case? Very well. You can't be too careful in making your actions conform to your opinions.

Suppose that a boy pretends to be studying a lesson, when in fact he is reading a story-book which he has concealed in his text-book. Shall we call that a mean thing? How many says yes? All. I am glad to see that in this case also we agree. But what makes the meanness here. Deception? Agreed; only I should use the stronger word, *lying*; because when a boy has a study-book open before him, and appears to be at work, he says to his teacher as distinctly as words can say, "I am studying my lesson." If, on the contrary, he is wasting his time over a story, he *lies*, and consequently he is guilty of a wicked, mean act. As you value your character, avoid such falsehoods as carefully as you would any other kind.

Suppose a case which is very common in schools: that a boy whose lesson is not perfectly learned stealthily looks into his book during the recitation, in order that he may be able to recite better than he otherwise could, and thus obtain a high mark. I stamp that also with the brand *mean*. Do you ask why? Because it is a species of swindling. It is attempting to gain credit on false pretences. It is pretending to know what he doesn't know. It is doing injustice to honorable class-mates, who scorn to rise, or attempt to rise, in rank by dishonest means. Therefore don't open your book behind your neighbor's back, or under your desk, or anywhere else, for the sake of finding out what you think will come to you. It's *mean*. Don't do it.

Again: suppose that some mischief has been done about the school house. A desk, or a bench, or a window, for example, has been broken. I enquire for the one who, purposely or accidentally, did the damage. Now that one, if he doesn't acknowledge the deed, suffers suspicion to fall, perhaps, upon an innocent school-mate, and displays moral cowardice on his own part; and therefore he, too, must be placed among the mean boys. It is the best way, boys, always to do right as nearly as possible; but when you have, from any cause, done wrong, it is wise and manly to confess the wrong, and rectify it so far as you can. Not to do this is to be a coward—a being that all men despise.

Suppose that your teachers are laboring faithfully in your behalf; that day by day they are patiently endeavoring to interest and instruct you, to explain what is difficult, to cultivate your intellectual and moral faculties, and thus to fit you for living useful, successful and happy lives; and suppose that some boy, thoughtless of his own good, and destitute of all gratitude to those who are toiling with fidelity for his welfare, is guilty of causing trouble to those teachers by inattention, by playing, by lounging, in short by doing anything that hinders them in the discharge of their difficult duties. Do you think it severe to call such a boy mean? Is not ingratitude mean? And is not that boy ungrateful who, for the labor bestowed upon him by his teachers, gives them in return nothing but trouble and anxiety? Is he not like the dog in the manger, neither willing to accept intellectual food himself, nor to suffer his class-mates to receive it, as but for him they might? Yes, boys, we who are teachers will do all we can for your welfare, but I beg of you don't be so mean as to reward us with ingratitude. Help us by your good deportment, and you will thus help yourselves.

I see that the clock says it is time to dismiss. There are other matters that I intended to speak of; but I fear that you may call it mean to be kept after regular hours. You may go, therefore; but first tell me what is the lesson you have learned from this talk? *Don't be mean.* Yes, that's it. Don't forget it.—Mass. Teacher.

VI. Educational Intelligence.

DOMINION OF CANADA.

PROVINCE OF ONTARIO.

—TECHNICAL EDUCATION.—The *Journal of the Board of Arts* has been drawing attention in recent numbers to the importance of securing facilities for technical education—a subject which is now being much discussed in the mother country. We give in another column some extracts from remarks made in the House of Commons on this important matter. The grammar school law prescribes the teaching of "natural philosophy and mechanics," but something more thorough and advanced than has ever been attained in any of our grammar schools hitherto is urgently required on behalf of the various industries of the country. Mechanics' Institute classes, here and there, have done much in this direction, and might do more, if a liberal support were accorded to them. In whatever way the want may best be met, it is no doubt a pressing one, and is deserving of public attention.

—VICTORIA UNIVERSITY.—We are much pleased to announce the successful and highly satisfactory opening of the session of 1867-8. On

Thursday of last week, the College bell announced the re-assembling of the classes, when a large number of students duly reported themselves. New arrivals have been constantly coming in, until the number in attendance is as large as on any occasion during the past five years. We are pleased to notice that, with only one or two exceptions, all the undergraduates have returned, while not a few new faces are to be seen in the classes. The active work of the session commenced on Monday last. The only change which has taken place among the Professors is that to which attention has already been drawn,—the substitution of Prof. Burwash, M.A., for Prof. Harris, Ph. D., who lately retired from the Chair of Natural Sciences. Prof. Burwash has formally entered upon his duties, and we have no doubt his classes will very largely reap the benefit of his energy and ability.

The Grammar School Department, being composed of the Cobourg Grammar School in affiliation with Victoria College, has also been successfully opened. Mr. Ormiston arrived in town on Monday evening last, and on the next day entered upon his duties. The school was opened to students residing in the town, by Mr. Bain, the Classical Master, about a month ago. We are pleased to see that the attendance is good; and we believe, when all the classes are arranged, the number on the roll will be found to be as high as seventy-five. The character of the students, and the well-known abilities of the masters, will soon render this, in all respects, the very best Grammar School in the Province. The classes will recite in the brick building near the College, lately erected as a Baptist Church, and which is being fitted up with all the necessary equipments.—*Cobourg World*.

—NORTHUMBERLAND TEACHERS' CONVENTION.—The annual session of the convention was opened at Colborne on Wednesday, 31st July, at half past seven o'clock. The President of the association, E. Scarlett, Esq., L.S., delivered an address, which was well received. The following subjects were discussed:—"How to receive punctuality and regularity of attendance at school."—"Best method of teaching the fundamental rules of arithmetic."—"The application and practical utility of grammar in after life."—"What is the true position of parents and teachers with respect to the young, and which exercise the greatest influence over their destinies."—"Geography."—"How shall we best prove to parents and trustees the great necessity of teaching the higher branches of an English education in our common schools."—"The best method of teaching reading."—"Do teachers exercise any influence over the manners and morals of the children and youth generally in the sections over which they preside?" Lectures were delivered by the following gentlemen:—The Rev. Mr. Hughes, on "The conflicts of the two great forces that act upon men's actions in this world," and by Rev. Mr. Duncan, on "The harmony existing between the Bible and geological research." A resolution was passed disapproving of the exclusion of girls from participating in the distribution of the grammar school fund. The following gentlemen were appointed office-bearers for 1867 and 1868, and the convention adjourned to meet at Colborne on the last Wednesday in July, 1868. E. Scarlett, Esq., L.S., *President*; Rev. P. Duncan, *1st Vice-President*; J. M. Grover, Esq., *2nd Vice-President*; J. B. Dixon, Esq., M.A., *Treasurer*; E. R. Johnson, *Secretary*. *Executive Committee*.—Messrs. John Bell, Wm. Henderson, J. B. Young, V. A. Coleman, J. G. Boyd, I. C. Squier, K. Marks, T. S. Gillon, and George Brooks. At the conclusion it was said by many of the oldest members of the association, that this annual session was one of as profitable a character as any formerly held.

—CHURCH SCHOOL FOR GIRLS.—We announced in a previous number a project, under the sanction of the Bishop of Toronto, for the higher education of girls. We understand, that while the Institution in connection with the Anglican Communion, pupils of other denominations will also be welcomed to its advantages. The provisional committee have at length issued a notice from which it appears that the school is to be opened on 12th September, and very advantageous preparations have been made for conducting it. The committee have secured the premises known as Pinehurst, in Toronto, lately occupied by Mrs. Foster's school. The committee state that having made most satisfactory arrangements for conducting the domestic establishment, a staff of well-qualified teachers will be entrusted provisionally with the instruction of the pupils, till the arrival of a lady Principal, who is shortly expected from England. The following is the present staff:—

Mrs. Sewell.....Superintendent.
Madame Talbot.....Assistant French Governess.

Rev. H. W. Davies, B.D.English Literature and Grammar.
Rev. J. Langtry, M.A.History and Geography.
Rev. A. J. Broughall, M.A.Mathematics and Latin.
Mons. Pernet.....French Language.
Mr. Peiler.....Instrumental Music.
Dr. Camidge.....Vocal Music.
Mr. Gilbert.....Drawing.

The fees, which include for the present all extras, and must be paid quarterly in advance—range from \$8 to \$15 for day pupils, according to age, and from \$45 to \$55 for boarders. The Rev. John Langtry, 380 Church Street, receives applications.

PROVINCE OF NOVA SCOTIA.

—KING'S COLLEGE.—We take the following account of the Encœnia of King's College from the *Church Monitor*:—The annual meeting of the friends of King's College, Windsor, took place last week. The attendance was large, the weather was fine, and the business and the pleasure of the accustomed assemblage dispatched and enjoyed as in other years. The public prints have already informed us upon all the details in which people in general would feel any interest, and there is no necessity to repeat that which has thus already been published in several of the most widely circulated journals. The ordinary routine of electing Governors and Officers of the Associate Alumni was attended to on Wednesday; Divine service at the parish church, and the ceremonies conducted at the hall, occupied the early part of the following day. During a discussion on Wednesday among the members of the Associate Alumni the pleasing information was elicited that a large number of students matriculated during the past term.

We have been furnished with the following list of honors, &c, conferred at the last Encœnia, which we believe to be correct: DEGREES, 1867.—Weldon, of St. John, N.B., *1st Satisfecit*. Wheelwright, of England, *do*. King, of Windsor, *do*. Metzler, of Truro, *2nd Satisfecit*. RESPONSIONS.—Pointz, of Windsor; Deveber, of St. John. *General Williams' Prizes of \$60 each*.—Modern Languages—Wheelwright; Engineering—Armstrong; Metallurgy—Bowman. *Welsford Testimonial, of \$24, founded by Dr. Almon in honor of the gallant Welsford*.—E. Owen, son of the Rev. H. L. Owen, Lunenburg. *Alumni Certificate—Chemistry*.—Shreve, son of the Rev. C. Shreve, Chester. *do. French*.—S. Boyd, son of the late Dr. Boyd, of St. John, N. B. *Professor McLeod's Prize of Books—Algebra*.—Mutch, of P. E. I. *do. Euclid*.—Shreve, of Chester. DEGREES CONFERRED.—Professor Hensley, D.D. Beamish Murdoch, Q.C., D.C.L. Smith, B.A., Nickerson, B.A., Metzler, B.A., Brown, B.A., Davis, B.A., Symonds, B.A., Chipman, B.A., Borden, B.A.

PRIZE BOOKS.—A resolution of the House of Assembly has granted 300 sets of Murdoch's History of Nova Scotia (900 volumes) to the Educational Department to be offered as prizes to be competed for by the pupils of the Public Schools of the Province.

—ACADIA COLLEGE ANNIVERSARY.—We extract the following from the *Christian Messenger*:—The first week of June in each year is surrounded with deep interest to the friends of Acadia College and its students. The institutions of learning on the hill at Wolfville, at that time, assume an appearance of activity somewhat differing from that of any other week in the year. After spending the preceding days, and weeks, and months, in digging in the mines of knowledge, the several classes bring forth the treasures they have gained, and have them submitted to the test of rigid examination. *Horton Academy*.—First in order comes the Academy, which has done its preparatory work for near half a century, and has taken no small share of the honor as well as the labor of raising this province to its present respectable position, and of supplying a number of useful and valuable men to the neighbouring provinces. The examination of the Academy were held on Monday and Tuesday, 3rd and 4th inst. *The Cricket Match*.—On Wednesday the Academy and College Students were on the cricket ground, contending for the \$20 prize offered by Lewis Y. Payzant, Esq., who had observed the injurious consequences of students taking too little physical exercise, and sought by this means, and the conditions attached, to infuse more active exertion among them. To the great surprise of all parties, the Academy Club were the successful competitors by 92 runs. *The Associated Alumni*.—On Wednesday afternoon the Alumni Association held its Annual Meeting. The evening was occupied by the Annual Oration, delivered by Rev. W. S. McKenzie. Subject: "The College Graduate." For an

hour and a half the attention of a large audience was rivetted. All were delighted with many well-drawn delineations of character, and the experiences of student life under different circumstances. *The College Anniversary.*—On Thursday morning the Faculty, Governors, Students and Graduates of the College, and Academy students, assembled under the folds of the Royal Standard, and, after being marshalled into order, walked in procession to the Baptist Church, where a large congregation had assembled to witness the anniversary celebrations. On arriving at the Meeting-house, the long procession formed into open column, and the Faculty passed on, receiving the respectful salutations of the Academy students. Professor Saffery, who presided at the organ, struck up a Voluntary, and continued till all were in their places. The Degree of Bachelor in Arts was then conferred on the above, and of Master in Arts on Mr. H. Harding Bligh of Halifax, who was present to receive it, and the honorary degree of M.A., on Edward Young, Esq., formerly of Falmouth, now in the Treasury Department at Washington—a pupil of Horton Academy in 1829 and 30. After the President, Rev. J. M. Cramp, D.D., had delivered an admirable address to the graduating class, it was announced that several of the students had distinguished themselves by undertaking and successfully pursuing extra studies, to whom Honor Certificates would be presented as follows:—*IN CLASSICS.*—*Senior Class*—J. W. Manning. *Junior Class*—J. McDonald, E. C. Spinney, J. F. Tufts, W. A. Mackinlay. *Sophomore Class*—Neil McLeod, C. R. Daniels, R. Sanford. *Freshman Class*—R. W. Ellis. *IN MATHEMATICS.*—*Freshman Class*—R. W. Ellis. *IN BELLES LETTRES.*—*Senior Class*—J. F. L. Parsons. *Junior Class*—J. McDonald. *Sophomore Class*—Neil McLeod, C. R. Daniels, R. Sanford. *The Alumni Prizes.*—As the remainder of the exercises were in connection with the Alumni Association, Rev. Dr. Cramp asked the President of that Society, T. H. Rand, Esq., Superintendent of Education, to take charge and make the necessary announcements. Mr. Rand stated that the Committee of the Alumni Association had offered a prize of \$40 for the best Essay on "The claims of the Natural Sciences to occupy a prominent place in the Curriculum of a College." The Essays to be subjected to the judgment of three gentlemen of the first standing, for their decision. Four essays had been received, and a unanimous opinion had been expressed, that the one accompanied by a sealed envelope directed "On," was entitled to the prize. A letter was read to this effect, signed by the three adjudicators, Hon. Judge Johnstone, His Worship the Mayor of Halifax, and Professor Lawson. On opening the envelope it was found that the writer of the Essay was Mr. Jonathan F. L. Parsons, who was then called upon to read it; and we doubt not that all who heard it were fully convinced of the correctness of the remarks made by the judges on its character. The other Prizes offered by a number of gentlemen through the Alumni Association were then presented: First.—For the best Scholarship in each year's class of Students. 1. Freshman Class, \$20, to Robert W. Ellis, of Cornwallis. 2. Sophomore Class, \$20, to Neil McLeod, of Uigg, P. E. I. 3. Junior Class, \$20, to John McDonald, of Uigg, P. E. I. 4. Senior Class, \$20, to J. W. Manning, of Bridgewater. Second.—The Avar Longley Prize, \$20, to the best Elocutionist—awarded to James W. Johnston and William A. Newcomb, one-half to each. Third.—The H. N. Paint Prize, \$25, to the Student who had prepared the best series of monthly Essays during the College year, to William A. Mackinlay, of Charlottetown, P. E. I. Fourth.—The Lewis Payzant Prize, \$20, to the member of the College or Academy Cricket Clubs making the highest score in two matches; to L. Cohoon of Port Medway. Fifth.—A Consolation Prize of \$10, to the best player on the losing side; to E. C. Spinney of Wilmot. After the College exercises were brought to a close, the Alumni and their friends assembled in the Wolfville Gymnasium, and sat down to an excellent dinner.

UNITED KINGDOM.

— THE YEAR'S PROGRESS IN ENGLAND—TECHNICAL EDUCATION.—In moving the annual education vote, in the House of Commons, Lord R. Montagu laid before Parliament the following statement of the actual expenditure of last year: Building, enlarging, &c., schools and teachers' residences, £24,267; voluntary contributions to ditto, £91,555. Maintenance of elementary schools, £416,582. Maintenance of night schools, £18,302; total expenditure, £429,884; voluntary contributions to ditto, £369,253; endowments, £56,318. Normal schools, £75,792; in 1866-67, £74,500. Administration and inspection, £78,895, £81,790—

balance, £9,328. The work done for the money was shown by the following statement: Number of new schools built during 1865-66, 80; number of new schools enlarged, 50; number of teachers' residences built, 61, affording accommodation for 20,546 new scholars; schools under inspection, 1866, 13,586, showing an increase over former years of 636 schools; children on the books of inspected schools, 1,510,871; children present at inspection, 1,287,604; number of night scholars, 42,872 (former year, 35,846) increase of night scholars over former year, 7,026; increase of schools, 240. Results—children presented for examination, 664,605; increase over former year, 6,247; night scholars presented for examination, 32,399 (former year, 24,591); passes in reading, 573,224; passes in arithmetic, 500,103.

In the course of his speech, the noble lord said:—"If it were found that children would be able to make use of their labour at school, the chief obstacle to their remaining there would be overcome, and this might be done by offering to give those pupils who most distinguished themselves at the elementary schools the advantages of technical education at the public expense. What were the means for technical education the country already possessed? First, of all, there was the school of Naval Architecture and Naval Engineering, in which there were last year 87 students, of whom 24 were admiralty and 13 were private students. Then there was the Royal School of Mines, having altogether 108 students, besides 13 students entered with a view to becoming associates. Then there was the Chemical Laboratory, attended by 116 students, and the Metallurgical Laboratory, attended by 23 students, in which three courses of lectures were given, which were attended by 600 working men. There were also the Science Schools, in which a large and extended course of scientific education was given, which were attended up to December of last year by 601 certificated teachers, the number of schools being 153 up to the same date and 212 up to last May, the number of students being 6,835 up to December, and 10,108 up to May last. There were then the Art Training Schools, attended by 511 students, of whom 24 were training to become masters of schools of art, and 13 were training as designers, of whom three were already engaged in business. Lastly, there were the schools of Art, 99 in number, giving instruction to 17,210 students, besides the 560 schools for the poor, which gave instruction in 1866 to 80,084 children. The schools yet to be established were schools for navigation, civil engineering, mechanical engineering, textile manufactures, trade schools, in which trades should be taught, and mercantile schools. In order to explain the scope of the latter schools he might refer to those at Leipsic:—"There a student was taught in three years to correspond in every foreign language, the weights, measures, values, trades, and customs of each country, with their political economy, the law of exchanges, and every other matter that could be of service in mercantile life. What was the course adopted abroad with reference to technical education? Taking the case of Switzerland, it would be found that in every large town one of the higher technical schools was established. Whenever a boy distinguished himself at an elementary school he was sent to one of the trade's schools, then to a technical school, and finally to a technical college, and thus technical education was made an incentive to pupils to study, and an allurements to bring them into the schools. He desired to see some similar plan adopted in this country, since the moral effect of even one boy out of the hundred at a village school rising into the upper ranks of life through his labours at school would be of enormous benefit to the country." Mr. W. E. Foster also said:—"What was required was that we should have good technical schools in order to enable this country to preserve its position in the markets of the world in its competition with other countries. It was an undoubted fact that we did not possess in this country the good technical schools that were established all over the continent. He believed that the middle classes were now becoming aware that this country was suffering in its trade, and in its competition with other countries, because our people were not so well taught as their continental competitors. They also knew that they were paying much for the education of their poorer fellow-countrymen; but they were willing to pay even more, to rate themselves for the education of the middle classes, in fact this feeling was growing stronger throughout the country, and he hoped the noble lord would respond to it." From subsequent proceedings it appears that the government will instruct their diplomatic agents abroad to report respecting the state and effects of technical education in the various continental nations in which it is carried out.

— **EDUCATION FOR LABOURERS' CHILDREN.**—On 31st August, Mr. Fawcett moved in the House of Commons the second reading of the bill providing for the education of the children of the agricultural classes. Lord Shaftesbury's bill had required that the children to whom it applied should go to school 400 hours in the winter and 200 hours in the summer half of the year, and Mr. Fawcett's provided that, instead of this, they should go to school on alternate days. Neither of the bills has become law.

— **OXFORD AND CAMBRIDGE.**—Mr. Ewart's Bill, to extend the benefits of Education in the Universities of Oxford and Cambridge to students not belonging to any College or Hall, was read a second time on Wednesday, the 3rd July. It gave rise to an animated discussion, which ended in the second reading being carried by a majority of 164 to 150; and the Bill was then ordered to be referred to a Select Committee, which has now been sitting for some weeks, and is likely to be engaged for some time to come in collecting evidence on the subject. The Bill provides, that "Notwithstanding anything contained in any Act of Parliament now in force relating to either of the Universities of Oxford and Cambridge, or in Statutes, Charters, Deeds of Corporation, or other instruments of Foundation of either of the said Universities, or of any College or Hall within the same, any person may be matriculated without being entered as a member of any College or Hall, and may, if he shall think fit, join himself to any College or Hall with the consent of the head thereof, but without being obliged so reside within the same; and every person so matriculated shall in all respects and for all intents or purposes be and be considered as a member of the University, and upon joining any College or Hall shall in all respects and for all intents or purposes be and be considered as a member thereof."

Among the speakers in support of the Bill were Mr. Fawcett, Mr. Lowe, and Mr. Gladstone.—*Educational Times.*

— **NATIONAL EDUCATION, IRELAND.**—The report of the Commissioners of National Education in Ireland for the year 1866, states that on the 31st of December, 1865, there were 6,372 schools in operation, which had on their rolls, for the year then ended, 922,084 children, with an average daily attendance, for the same period, of 321,209 children. At the close of the year 1866, the number of schools in operation was 6,453. The total number of children on the rolls within the year was 910,819, and the average daily attendance of children for the year was 316,225. As compared with the year 1865, there is an increase of 81 in the number of schools in operation for the year 1866. There is a decrease of 1.2 per cent. on the number enrolled, and of 1.5 per cent. on the number in average daily attendance. Emigration is beginning to have a positive influence upon our school-going population; but independent of this influence, there were other causes, in 1866, calculated to affect the attendance. There are in course of erection 51 ordinary National school-houses, which will contain 72 separate schoolrooms. Also 1 Model school-house, containing 3 schoolrooms. When these 52 buildings shall have been completed they will afford accommodation to 6,360 children. The number of schools struck off the roll during the year 1866 was 75. Of these 69 had been previously in operation, 2 had been suspended, the remaining 4 being merely cases in which grants for building were cancelled. The number of applications for grants to new schools in the year 1866 was 226. To 159 of these the Commissioners promised the required assistance, either for building or for salaries and requisites. The 159 schools are under the management of 130 individuals, several having more than one school under their care. As to religious denominations they are thus divided:—Established Church, 16; Roman Catholics, 94; Presbyterians, 9; other persuasions, 3. The total number of National Schools in each province on the 31st December, 1866, was—In Ulster, 2,382; Munster, 1,576; Leinster, 1,466; Connaught, 1,029. The Protestant pupils numbered, for the year 1866, 171,279; the Roman Catholic pupils, the majority, for the same year numbered 738,794. But of the 171,279 Protestant pupils in National schools 152,412, or 89 per cent., are in attendance in mixed schools.

— **THE QUEEN'S UNIVERSITY IN IRELAND.**—The report of the condition and progress of the Queen's University in Ireland for the year 1866-67, by the Right Hon. Maziere Brady, Vice-Chancellor of the University, has been issued. The Report contains an account of the meeting of the Queen's University for conferring degrees in October last; lists of the degrees, certificates, and honours; estimates of the expenditure for the

year 1866; cash account for the year 1866; a copy of the supplemental charter now in abeyance; the Royal warrant; regulations under the supplemental charter; and the meetings of the Senate. All this has already appeared in the public journals, but is now republished in a convenient form.

— **DUBLIN UNIVERSITY.**—In the British Parliament on 24th July, Mr. Fawcett moved—"That in the opinion of this house, it is undesirable that the Fellowships and Foundation Scholarships of Trinity College, Dublin, should be exclusively appropriated to those who are members of the Established Church." Mr. Monsell moved the following amendment:—"That the constitution of the University of Dublin should be altered so as to enable and fit it to include colleges connected with other forms of religion than that of the Established Church, and that the members of such colleges should be entitled to share in all the benefits now enjoyed by the members of Trinity College." After a debate, the amendment was withdrawn, and on the main motion the division stood 108 for to 108 against. The Speaker was of opinion that so important a principle should not be adopted by the mere vote of the presiding officer, and the motion was rejected by his voting with the nays.

UNITED STATES.

— **THE NEW DEPARTMENT OF EDUCATION, U.S.**—The Hon. Henry Barnard was appointed in March last, Commissioner of Education, under the Act of Congress then passed to establish a National Department of Education, "for the purpose of collecting such statistics and facts as shall show the condition and progress of education in the several states and territories, and of diffusing such information respecting the organization and management of schools and school systems, and methods of teaching, as shall aid the people of the United States in the establishment and maintenance of efficient school systems, and otherwise promote the cause of education throughout the country." The Act provides for the appointment of a Commissioner and a sufficient staff. A report is to be made annually to congress. "embodying the results of his investigations and labors, together with a statement of such facts and recommendations as will, in his judgment, subserve the purpose for which this department is established." Dr. Barnard is already widely known through his voluminous contributions on the history and condition of education in all countries.

— **THE PEABODY FUND.**—At a meeting of the trustees of this fund, held in the City of New York on the 19th of March, 1867, and continued on the 20th, 21st and 22nd. The Chairman announced that he had received on the 4th of March, orders from Mr. Peabody, for bonds covering the whole amount of his munificent gift, and these orders were thereupon referred to the Finance Committee.

After a full discussion of the subject committed to them, during which the views of the founder of the trust were distinctly explained, and a full report by Mr. Eaton of Maryland had been read and considered, the following report and resolutions, by Bishop McIlvaine of Ohio, from the Committee of Investigation and Inquiry, were unanimously adopted:

The Committee of Inquiry, having carefully considered the important matters referred to them, beg leave respectfully to report the following resolutions:

Resolved, That, for the present, the promotion of Primary or Common School Education by such means or agencies as now exist, or may need to be created, be the leading object of the Board in the use of the funds placed at its disposal.

Resolved, That in aid of the above general design, and as promotive of the same, the Board will have in view the furtherance of Normal School education, for the preparation of teachers, as well by the endowment of scholarships in existing Southern institutions as by the establishing of Normal Schools and the aiding of such Normal Schools as may now be in operation in the Southern and South-Western States, including such measures as may be feasible and as experience may show to be expedient, for the promotion of education in the application of science to the industrial pursuits of human life.

Resolved, That a general agent, of the highest qualifications, be appointed by the Board, to whom shall be entrusted, under the supervision of the Executive Committee, the whole charge of carrying out the designs of Mr. PEABODY in his great gift, under such resolutions and restrictions as the Board shall from time to time adopt.

Resolved, That the Rev. Dr. SEARS (now President of Brown University, Rhode Island), be appointed the General Agent of the Board, upon such terms as may be arranged by the Finance Committee.

Resolved, That an Executive Committee of five trustees be appointed by the Chairman at each annual meeting of the Board, to whom shall be entrusted, in connection with the General Agent, the carrying out of such resolutions and plans as the Board shall from time to time adopt.

Resolved, That the next annual meeting of the Board be held in the City of New York, on the third Tuesday in June, 1868, and that in the meantime, the Chairman be authorized to call meetings at such times and places as the Executive Committee may direct.

— STATISTICS OF THE COMMON SCHOOLS OF CONNECTICUT, FOR THE YEAR ENDING AUGUST 31, 1866.—The following table is prepared according to the plan adopted many years ago, for showing at a glance the condition of common schools:

Number of towns in the State, 163. Number which have made no returns, 0. Number of school districts in the State, 1609. Decrease in number of districts in the year, 14. Number of common or public schools, 1651. Decrease in number of public schools in the year, 11. Number of departments in public schools, 2051. Increase from last year, 60. Number of children between four and sixteen years, Jan. 1866, 118,780. Number of children between four and sixteen years, Jan. 1867, 118,018. Decrease from previous year, 1866, 761. Average number in each district between four and sixteen years of age, January, 1867, 73. Average length of winter schools in weeks, 17.1. Average length of summer schools in weeks, 15.8. Whole number of scholars registered in winter, 78,206. Whole number of scholars registered in summer, 70,837. Percentage of those enumerated registered in winter, 66. Average attendance in winter, 57,464. Average attendance in summer, 50,560. Percentage of attendance in winter as compared with number registered in winter, 74. Percentage of attendance in winter as compared with number enumerated, 49. Number of scholars over sixteen years in public schools, 2233. Number of male teachers in winter, 624. Number of male teachers in summer, 115. Number of female teachers in winter, 1518. Number of female teachers in summer, 1996. Number of teachers of the same school two or more successive terms, 1185. Number of teachers who never taught before, 639. Number of teachers reported as graduates of a Normal School, 123. Average wages per month of male teachers, including board, \$45.21. Increase over previous year, 2.13. Average wages per month of female teachers, including board, 23.14. Increase over previous year, .53. Number of schools of two grades, 107. Whole number of graded schools, 187. Number of new school houses erected in the year, 22. Number of school houses reported "good," 1047. Number of school houses reported "fair," 295. Number of school houses reported "bad," 313. Capital of School Fund, \$2,043,835.47. Revenue of School Fund distributed Feb. 28th, 1866, 136,471.94. Revenue of School Fund distributed Feb. 28th, 1867, 135,375.63. Dividend per scholar from School Fund, 1866, 1.10. Dividend per scholar from School Fund, 1867, 1.10. Capital of Town Deposit Fund, 763,661.83. Revenue of Town Deposit Fund, as reported, \$47,951.72. Amount raised by town tax for schools, 93,726.10. Amount raised by district tax for schools, 317,937.37. Amount raised by tuition for schools, 76,441.92. Amount raised from other sources for schools, 38,231.59. Total amount raised for schools from all sources, 704,986.70. Average amount raised for each child enumerated, 5.94. Amount expended for teacher's wages, 482,677.50. Amount expended for fuel and incidentals, 63,421.32. Amount expended for new buildings, 73,212.35. Amount expended for repairs, 38,789.62. Amount expended for libraries and apparatus, 1,580.71. Amount expended for other objects, 56,522.29. Total amount expended for schools, 716,203.79.

— PHILADELPHIA SCHOOLS.—According to a careful statistical survey, recently completed by the Board of School Controllers, there are in the public schools of the city of Philadelphia, 39,156 boys and 37,263 girls, making a total of 76,419; in private schools, 5,938 boys and 6,861 girls, or a total of 12,799; in "parochial" schools, 5,782 boys, and 6,081 girls, or 11,863; not at school, but in regular employment, 11,750 boys, and 6,152 girls, or a total of 20,902; not at school or employed, 8,048 boys and 12,486 girls, or a total of 20,534. Of the total number of 142,517 children between the ages of six and eighteen, 53.5 per cent. are therefore in public schools; 17.4 per cent. in private and parochial schools; 14.6 per cent. at work, and 14.5 per cent. in idleness. The

children between six and eighteen are usually estimated at 18 per cent. of the whole, which would give for Philadelphia a total population of 784,000.—*Massachusetts Teacher.*

VII. Departmental Notices.

PUBLIC LIBRARY BOOKS, MAPS, APPARATUS, AND SCHOOL PRIZE BOOKS.

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

☞ Catalogues and forms of Application furnished to School authorities on their application.

* * * If Library and Prize Books be ordered, in *addition* to Maps and Apparatus, it will be NECESSARY FOR THE TRUSTEES TO SEND NOT LESS THAN *five dollars additional* for each class of books, &c., with the proper forms of application for each class.

☞ The *one hundred per cent.* will not be allowed on any sum less than *five dollars*. Text books cannot be furnished on the terms mentioned above; they must be paid for at the net catalogue prices.

SUNDAY SCHOOL BOOKS AND REQUISITES.

Application having been frequently made to the Department for the supply from its Depository of Sunday School Library and Prize Books, Maps and other requisites, it is deemed advisable to insert the following information on the subject.

1. The Department has no authority to grant the one hundred per cent. upon any remittance for Library or Prize Books, Maps or Requisites, except on such as are received from Municipal or Public School Corporations in Upper Canada. Books, Maps and other Requisites suitable for Sunday Schools, or for Library or other similar Associations, can however, on receipt of the necessary amount, be supplied from the Depository at the net prices, that is about twenty-five or thirty per cent. less than the usual current retail prices.

2. The admirable books published in England by the Society for Promoting Christian Knowledge, and by the London Religious Tract Society, are furnished from the Societies' catalogues at currency for sterling prices (i. e. a shilling sterling book is furnished for twenty cents Canadian currency, and so on in proportion.) These two catalogues will, as far as possible, be furnished to parties applying for them. Books suitable for Sunday Schools are received from the other large religious societies, Presbyterian and Methodist, and from the various extensive publishers in Britain and the United States, but the list would be too extensive to publish separately.

3. On receiving the necessary instructions, a suitable selection can be made at the Department, subject to the approval of the parties sending the order. Any books, maps, &c, not desired, which may be sent from the Depository, will be exchanged for others, if returned promptly and in good order.

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

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

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