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JOURNAL OF EDUCATION,

Upper CANADA.



VOL. IX.

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The history of popular education in Upper Canada naturally divides itself into three periods. (1.) The first dates from the year 1816, when legislative provision was first made for the establishment and maintenance of Common Schools. (2.) The second dates from the Union of the Provinces in 1841, and (3.) the third embraces the years 1850-'55—1850 being the date of the passing of the present School Act.

Each of these periods constitute a separate epoch in the history of Common Schools in Upper Canada; and each is marked by some peculiar feature of its own; but united they present conclusive evidence of a silent but gradual progress towards the solution of that long unsettled question—the entire practicability of a National System of Education, commensurate with the wants of an intelligent and enlightened people, and enlisted the sympathies of all classes of citizens in its support.

We are entirely destitute of statistical information in regard to the character and condition of our Common Schools during the long interval of 35 years—from 1816 to 1841. We can therefore only give a summary of our progress from the year 1841 to 1855, as follows:

PROGRESS OF THE COMMON SCHOOL SYSTEM OF UPPER CANADA.

The system of public elementary education in Upper Canada has now been in operation a sufficient length of time to enable us to determine how far it has accomplished the object of its establishment.

No.	SUBJECTS COMPARED.	1842.	1843.	1844.	1845.	1846.	1847.	1848.	1849.	1850.	1851.	1852.	1853.	1854.	
1	Adult population of Upper Canada during the years	486,055	No Reports for this year were received, in consequence of a change in the School Law.	...	*622,570	...	...	725,879	...	803,493	950,551	958,239	...	...
2	Population between the ages of five and 16 years	141,143		183,539	202,913	204,580	230,975	241,102	253,364	259,258	258,607	262,755	268,957	277,912	
3	Total Common Schools in operation as reported	1,721		2,610	2,736	2,589	2,727	2,800	2,871	3,059	[3,001	3,010	3,127	3,244	
4	Free Schools reported in operation	No Rpts.		No Rpts.	No Rpts.	No Rpts.	No Rpts.	No Rpts.	No Rpts.	No Rpts.	252	855	901	1,052	1,177
5	Total Pupils attending the Common Schools of Upper Canada	65,978		96,766	110,002	101,912	124,829	130,739	138,465	151,891	168,159	179,587	194,736	204,166	
6	Total Amount available for the Salaries of Common School Teachers in Upper Canada	£41,500		£51,714	£71,514	£87,906	£77,599	£88,069	£88,478	£88,429	£102,050	£113,901	£120,939	£151,756	
7	Total Amount levied or subscribed for the erection or repairs of School Houses, and for Libraries and Apparatus	No Rpts.		No Rpts.	No Rpts.	No Rpts.	No Rpts.	No Rpts.	No Rpts.	No Rpts.	£14,189	£19,334	£25,094	£32,618	£43,368
8	Grand Total available for Teachers' Salaries, the erection and repairs of School Houses, and for Libraries and Apparatus.....	Do		Do	Do	Do	Do	Do	Do	Do	£102,619	£121,384	£139,085	£161,769	£196,024
9	Total Common School Teachers in Upper Canada .....	...		...	2,860	2,925	3,023	3,177	3,209	3,476	3,277	3,388	3,539	3,530
	Average number of Months each Common School has been kept open by a qualified Teacher.....	7½	8	8½	8½	9	9½	9½	9½	9½	9½	9½
10	No. of Brick Common School Houses	No Rpts.		No Rpts.	No Rpts.	No Rpts.	49	68	80	99	107	127	130	169	
	of Stone do do	Do		Do	Do	Do	84	100	140	137	147	160	169	168	
	of Frame do do	Do		Do	Do	Do	1,023	1,114	1,117	1,191	1,240	1,240	1,253	1,306	
	of Log do do	Do		Do	Do	Do	1,399	1,513	1,563	1,568	1,476	1,427	1,444	1,496	

This table, compiled from the Official Records of the Educational Department, exhibits in clear and unmistakeable light the satisfactory progress which Upper Canada has made in the great work of public instruction and enlightenment.

It proves, that, while the school population has increased at the rate of about 10,000 per annum since 1841 (doubling itself in 13 years), the pupils at the Common Schools have increased at the rate of nearly 12,000 per annum, (thus trebling the attendance during the same period); that out of a school population of 269,000 in 1853, 195,000 were attending school; and out of a school population of 278,000 in 1854, 204,000 were attending school during one period of the year or other; that Free Schools have been multiplied; that the sums available for the salaries of teachers, and for the purchase of maps, libraries and apparatus, have been augmented at the rate of £30,000 per annum; that the character and style of the school-houses, and their architecture, are greatly improved from year to year; and that in all those material elements of educational prosperity, which are the true tests of intellectual progress, Upper Canada has not only much cause for congratulation, but that she has the strongest reason for an increased determination to guard sacredly and intact a system of education capable of conferring so many advantages upon the country.

It may be proper to remark here, that, although the Annual Reports of the Chief Superintendent exhibit a continuous and satisfactory progress of the Common School system, these reports have also exhibited its lights and shades, its failures and its successes; and have pointed out with distinctness and emphasis the sources of weakness, the evils to be guarded against, and the points susceptible of improvement. The statistical tables of these reports have been especially compiled to enable the Legislature and the public to test by the severest scrutiny every alleged success, and to analyse most critically the causes of any apparent failure. They enter minutely into every feature of the school system—its finances—the attendance of pupils—modes of teaching—branches of instruction—books used—qualification of teachers—condition of school premises—official duties of Local Superintendents and school visitors—maps and apparatus, and all other items of information which are necessary to any satisfactory inquiry into the working of a system of public instruction. An annual series of reports so constructed will be invaluable as a guide in future legislation on this important subject, besides furnishing ample materials to the historian for an accurate survey of our educational state and progress.

To render the system of national education in Upper Canada as effective as possible, the following points, among others, were deemed essential:

1. That the system itself should be based upon Christian principles.
2. That it should provide for municipal control and co-operation; and for local management and oversight.
3. That it should embrace a gradation of schools—primary, intermediate, and superior—(or the grammar schools.)
4. That Departmental control should be advisory, impartial and uniform; in some respects judicial (in so far as such questions involve the due expenditure of, and the careful accounting for, all such money so expended); that the Department should prescribe the general regulations, and provide facilities for improving the condition of the schools, furnishing

them with superior teachers, with libraries, maps, apparatus, and text-books; and that it should annually collect and embody in a general report the grand result of the united labours of all persons engaged in this real work, for the information of the public and the guidance of the Legislature.

The expediency of a comprehensive system of National Education, founded upon these principles, controlled by our Legislature and directed by an intelligent and responsible officer, had long been felt and admitted by every one. And such a system has been established in Canada by the unanimous and deliberate voice of her Legislature and people; and that system has now become one of the great institutions of the Province. It is interwoven into the very network of society. It is, as provided by law, controlled and sustained by every municipality of the Province. It is essential to our very existence as an intelligent people, and to the existence of our civil and religious rights and privileges. It is, therefore, a subject which cannot with safety be rudely or capriciously dealt with. As a National system its unity and completeness cannot be broken or imperilled at random. If any departure from the great and settled principles, upon which it is wisely founded, be expedient, that departure can only be justified by the direst necessity, and should not be made in a partizan and de-national spirit. To mar its proportions or to wound and pierce its vitals is not a proceeding which should excite a feeling of satisfaction or be regarded as a party triumph. The cause is too sacred.

To maintain the Public School System of Upper Canada in its integrity, and to render it still more efficient, have ever been prominent objects with the Educational Department. Every effort has been made to improve, extend and consolidate that system; the facilities enjoyed by the department for acquiring information in regard to the school legislation, and experience and systems in other countries, have been unceasingly employed for the improvement of our own; and even now the active labours of the Chief Superintendent, while in Europe, are directed not only to the adoption of measures for perfecting the details of our school system, and for providing additional facilities for the purposes of instruction in the schools, but also to the establishment of an Educational Museum which, as a higher instrument or means of instruction, will be unequalled on this Continent.

On the other hand, the unanimity with which the different municipalities of Upper Canada continue to sustain the educational system, is in the highest degree satisfactory and animating. It proves how sure is the hold which that system has acquired upon the feelings and affections of the people. The desire to obtain good teachers is evidenced by the unusual number of applications which is constantly being made at the Normal School for trained teachers. The supply does not equal the demand, although, hitherto, it was considered ample. The voluntary contribution, during 1853-5, of about \$10,000 per annum, for the Public School Libraries, in addition to the ordinary expenditure, was a noble indication of the determination of the people of Upper Canada to avail themselves of the store-houses of knowledge which heretofore have been available only to a privileged few. The extraordinary demand for maps, apparatus, and school requisites which is continually being made upon the Educational Department, prove how sincere are the efforts of the Trustees and rate-payers to elevate the character of the schools, and to increase the facilities of instruction to the utmost extent. Add to this the fact, that not less than \$500,000 are also annually contributed *from local sources* alone

for the payment of the salaries of Common School Teachers, and we may well say that, as Canadians, we have reason to refer with pride to the exertions of the Municipalities and Trustees to sustain our Public Schools.

With a spirit no less generous and enlightened has the Legislature of Canada seconded the efforts of the people in this great work. Thus far it has not permitted the subject of education to be mixed up with the exciting political questions of the day. It has been discussed apart; and in the true spirit of Christian patriotism. It has never yet degenerated into the symbol of a partizan warfare. And it is fervently hoped that it never will; that, although now and then peculiarly exciting phases of the question may be under discussion, the great and paramount importance of the subject itself, and its National sacredness, will never be lost sight of,—but that Legislature and people will still vie with each other in their efforts to render our educational system, in the memorable words of Lord Elgin, still more “the crown and glory of the institutions of the Province.”

TEST OF THE VALUE OF THE EDUCATION IN THE OLD AND NEW ENGLISH UNIVERSITIES.

(From the London Times.)

No measure has excited of late days a keener domestic interest or been regarded as fraught with more powerful influences on our social institutions than that of opening the great prizes of India—the civil appointments of the Company's service—to public competition. A scheme, it will be remembered, was carefully framed for the establishment of open examinations, and excellence in these examinations was to be rewarded with premiums, each of which, as was truly observed, represented no less an acquisition than an honourable social position and comfortable independence for life. The project was carried out. The first of these examinations has been held, and the results, as described by Mr. V. Smith in his Indian Finance statement, are of such remarkable interest that we introduce them prominently to the attention of the public. For the reader's comprehension, however, of what follows, we recapitulate certain of the leading regulations from the general scheme reported in our paper of the 27th of December last, and by which we presume the actual proceedings were governed. It was estimated that there would be on an average about 40 of these valuable prizes to be gained in each year, and that the competitors from various Universities and schools might number probably about 300 or 400. The examination was to include a variety of subjects, so arranged and balanced as to invite candidates from all seminaries, and secure fair encouragement to every description of intellectual excellence.

The proceedings were to be conducted by the system of “marks,”—that is to say by the allotment beforehand of a fixed number of marks to good performances on each subject, the aggregate of such marks obtained by each competitor being held to determine his relative place. The following is a list of the subjects, with the marks which they were respectively to carry, or, in other words, the consideration which they were to receive in cases where they were shown to have been thoroughly well mastered:

FOR ENGLISH LANGUAGE AND LITERATURE.

	No. of Marks to be given.		No. of Mark to be given.
Composition	500	Italian	375
History	500	Mathematics, pure and mixed.	1,000
General Literature.....	500	Natural Sciences	500
	1,500	Moral Sciences.....	500
Greek	750	Sanscrit.....	375
Latin	750	Arabic.....	375
French	375		6,875
German.....	375		

It was, of course, not supposed or expected that any candidate would be able to show a proficiency in all these subjects together. What was desired was to leave room for proficiency of all kinds, and to attract ability of every description. The following words of the report, indeed, present a sufficient view of the purposes entertained:—“It seems to us probable that of the 6,875 marks which are the maximum no candidate will ever obtain half. A candidate who is at once a distinguished classical scholar and a distinguished mathematician will be, as he ought to be, certain of success. A classical scholar who is no mathematician, or a mathematician who is no classical scholar, will

be certain of success if he is well read in the literature of his own country. A young man who has scarcely any knowledge of mathematics, little Latin and no Greek, may pass such an examination in English, French, Italian, German, geology and chymistry that he may stand at the head of the list.” Let us now turn to the results of the first actual experiment. The actual number of candidates offering themselves for examination was 113, the number of appointments awarded was 20, and, that the reader may be able to take in the particulars at a glance, we place them before him in a tabular form:

No. of Can.	Coming from	No. Successful.	No. of Can.	Coming from	No. Successful.
19	Oxford	8	2	Queen's College, Galway....	1
32	Cambridge	6	2	Other Irish Schools.....	0
6	London University.....	2	12	Scotch Universities and Col.	1*
2	King's College, London....	1	3	Other Scotch Schools.....	0
1	Harrow School.....	0	2	Abroad.....	0
13	Other Schools	0			
14	Trinity College, Dublin....	0	113		20
5	Queen's College, Cork.....	1			

We are further apprised that the highest number of marks gained by any candidate was 2,254, and that this candidate came from the University of London, whilst the lowest number of marks gained by any successful candidate was 1,120. It will also be recollected, perhaps, that the original scheme provided direct and peculiar encouragement for special excellence—i. e., for unquestionable proficiency in any one particular branch of knowledge. “Nothing,” said the Report, “can be further from our wish than to hold out premiums for knowledge of wide surface and small depth. We are of opinion that a candidate ought to be allowed no credit at all for taking up a subject in which he is a mere smatterer. Profound and accurate acquaintance with a single language ought to tell more than bad translations and themes in six languages. A single paper which shows that the writer thoroughly understands the principles of the differential calculus ought to tell more than twenty superficial and incorrect answers to questions about chymistry, botany, mythology, metaphysics, logic, and English history.” These having been the principles of selection recommended, we are now informed that the successful candidates included the three best English scholars, the seven best classical scholars, the two best foreign language scholars, the best natural science scholar, and the two best moral science scholars, but not the best nor the second best in mathematics. From these interesting facts a variety of deductions will, no doubt, be drawn by our readers. One or two points are such as to strike at first sight. Of the 113 candidates 73 were furnished by English seminaries, and of these 17 were successful; 23 were furnished by Ireland, with two examples of success; and 15 by Scotland, with one. Of the English candidates no fewer than 51 proceeded from the two great Universities; but here it is not a little remarkable that whereas Oxford with only 19 champions, secured 8 prizes, Cambridge, with 32, carried off but 6. It is obvious to suppose that the Oxford candidates might have been more select, but this, though it might explain the relative proportion, would not account for the absolute majority gained, nor show how it came to pass that Oxford could produce eight men of the class required while Cambridge could only produce six. The mere distinction between classics and mathematics, and their respective marks, would hardly explain the result, for Cambridge of late years has turned out as many classical scholars as Oxford, and of as good a stamp. The fact is the more remarkable inasmuch as from the known resemblance of Cambridge studies generally to the requirements of the new examination it was conceived that Cambridge would carry off a lion's share of the spoil, but whether it is that the Oxford system is better calculated to concentrate ability and promote those specialities of talent now in demand, or whether the result is fortuitous and likely to be altered on another occasion, we cannot pretend to say. Perhaps a single trial hardly affords room for judgment. One thing seems plain from the statements now published, and that is, that classical scholarship is taught and acquired more thoroughly than any other kind of scholarship, and we may further infer that the teaching is due to the old Universities. At the same time the success obtained by the younger institutions is very striking. London University sent up but six candidates, and yet shows two winners, one of them the best among the whole. King's College, with its two candidates, gained one prize; and the Queen's College, Cork, and Queen's College, Galway, produced each their conqueror. These results are quite enough to put the old Universities on their mettle, and high time it is, indeed, that the energies of their residents should be stimulated by the invigorating action of free constitutions. The examinations for these Indian appointments will henceforth represent something like a High Court of Appeal from all the seminaries of the kingdom, and, if experience approves the standards of excellence adopted, the results will give reader means of comparing one system of education with another than have ever yet been available.

* From Edinburgh.

CIVIL SERVICE OF INDIA.

The following despatch has been recently received of His Excellency Sir Edmund Head, from the Colonial Secretary, dated Downing Street, 28rd November, 1855:

SIR,—I transmit to you herewith, with the request that you will give to it every publicity, a Notification which has been published by the India Board of the conditions upon which Candidates for the Civil Service of India will be examined in July 1856.

I have the honour to be, &c.,

(Signed,) H. LABOUCHERE.

1. In July, 1856, an examination will take place of candidates for appointments to the Civil Service of India. Notice will be hereafter given of the days and place of examination.

2. Any natural-born subject of Her Majesty, who shall be desirous of entering the Civil Service of India, will be entitled to be examined at such examination, provided he shall, before the 1st of May, 1856, have transmitted to the India Board, Cannon Row, Westminster:—

(a) A certificate of his birth, showing that his age, on the 1st of May, 1856, will be above eighteen years and under twenty-three years.

(b) A certificate, signed by a physician or surgeon, of his having no disease, constitutional affection, or bodily infirmity, unfitting him for the Civil Service of India.

(c) A certificate of good moral character, signed by the Head of the school or college at which he has last received his education; or, if he has not received education at any school or college since the year 1853, then such proof of good moral character as may be satisfactory to the India Board.

(d) A statement of those of the branches of knowledge, hereinafter enumerated, in which he desires to be examined.

3. The examination will take place only in the following branches of knowledge:—

English Language and Literature:—

Composition.....	500
English Literature and History, including that of the Laws and Constitution.....	1,000
	1,500

Language, Literature, and History of Greece.....	750
“ “ “ Rome.....	750
“ “ “ France.....	375
“ “ “ Germany.....	375
“ “ “ Italy.....	375
	1,000

Mathematics, pure and mixed.....	1,000
Natural Science, that is, Chemistry, Electricity and Magnetism, Natural History, Geology, and Mineralogy.....	500

Moral Sciences, that is, Logic, Mental, Moral, and Political Philosophy.....	500
--	-----

Sanscrit Language and Literature.....	375
---------------------------------------	-----

Arabic Language and Literature.....	375
	6,875

4. The merit of the persons examined will be estimated by marks, according to the ordinary system in use at several of the Universities, and the numbers set opposite to each branch in the preceding paragraph denote the greatest number of marks that can be obtained in respect of it.

5. No candidate will be allowed any marks in respect of any subject of examination unless he shall obtain, in respect of that subject, one-sixth of the number of marks set against that particular subject.

6. The examination will be conducted by means of printed questions and written answers, and by *visa voce* examination.

7. After the examination shall have been completed, the marks obtained by each candidate, in respect of each of the subjects in which he shall have been examined, shall be added up, and the names of the twenty candidates who shall have obtained a greater aggregate number of marks than any of the remaining candidates shall be set forth in order of merit; and such twenty candidates shall be deemed to be selected candidates for the Civil Service of India. Their choice, so far as it can be allowed, of the Presidency in India to which they shall be appointed, shall be determined by the order in which they stand on such list.

8. In August, 1857, a further examination of the selected candidates will take place in the following subjects:—

Law, including the ordinary rules of taking evidence and the mode of conducting civil and criminal trials.....	1,000
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The History of India.....	400
---------------------------	-----

Political Economy.....	400
------------------------	-----

Any Vernacular Language of India, to be previously fixed by the India Board.....	200
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and such further examination will be conducted in the same manner as that above described. (The number set opposite to each subject denote the greatest number of marks which can be obtained in respect of such subjects.)

9. Any selected candidate who shall not, at such further examination in 1857, obtain, in each of the subjects above-mentioned, one-sixth of the number of marks set against such particular subject, shall be struck off the list of selected candidates.

10. The selected candidates who, at such further examination, shall be deemed by the Examiners to have a competent knowledge (ascertained in the manner mentioned in the preceding paragraph) of Law, the History of India, Political Economy, and one Language of India, shall be entitled to be appointed to the Civil Service of India; and the names of such candidates shall be placed in a list in the order of their merit in such examination, estimated, as above, by the total number of marks which they shall have obtained in respect of all the subjects in which they shall have been examined at such examination.

11. The seniority in the Civil Service of India of such candidates shall be determined according to the order in which they stand on the list resulting from such further examination.

12. No person will, even after such examination, be allowed to proceed to India, unless he shall comply with the regulations in force at the time for the Civil Service of India, and shall be of sound bodily health and good moral character.

14. The Commissioners for the Affairs of India will be ready to receive, at any time previous to the 1st of May, 1856, the testimonials of persons desirous of being appointed to the office of Examiner; but, with respect to the examinations above mentioned, no such appointment will be made until after the date above mentioned.

14. All papers relating to the above-mentioned examinations are to be sent, and all inquiries are to be addressed, thus:—"The Secretary, India Board, Westminster." "India Civil Service Examination."

A VISIT TO EDINBURGH—THE UNIVERSITY, &c.

Correspondence of the Newark Advertiser.

This city owes its prosperity almost entirely to its literary and scientific institutions, its University and law courts. The commerce of the place is very trifling. I visited, this morning, the Parliament House, where the courts of justice are held. Lord President McNeil presided, and there was a formidable array of lawyers, engaged in trying a case for damages sustained in a coal-pit. The judge, as well as the lawyers, were dressed in flowing gowns and capacious wigs. Nothing looks more odd, or more ridiculous, than to see these lawyers, many of them young men, with black gowns and enormous wigs, the curls reaching down to their shoulders. The proceedings were somewhat different from those in our own court. The oath is administered to the witness by the judge, and the lawyer, in making his examination, stands up, and does not resume his seat till through with the witness.* No interruption is allowed by opposing counsel; everything is conducted with the most rigid decorum. Adjoining the court room is a spacious hall in which the Scottish Parliament was formerly held. It is 120 feet long by 50 wide, has a curious and elaborately wrought ceiling of oak, and the floor is made of the same material, laid in large blocks.

The sides of the room are adorned with several beautiful statues by Chantry, among which were those of Lord Melville, Blair, and Jeffries, the celebrated editor of the Edinburgh Review, who was one of the judges of the Court. This room is appropriately called the suitor's room, as it is exclusively used by those having suits at Court. The library room is exceedingly tasteful and beautiful, 140 feet long, 40 wide and 85 high. In the centre is a cupola ornamented with paintings in oil of Apollo and the Muses. The library, a rare and choice collection, consists of upwards of 60,000 volumes. The vestibule and stairs are also adorned with portraits and busts of distinguished men. In front of the main entrance to the courts is a statue of Charles II. In the commercial towns of Scotland there are no lawyers. All the law business of the whole country is transacted in this city, and the number of judges, advocates, writers, &c., exceeds twelve hundred. While in the court room, during the progress of the trial, one of the counsel took occasion to make a fling at the medical profession, expressing his regret that there were so many contradictions and uncertainties in medicine. From no class of men does a remark of this kind come with so ill a grace as from gentlemen of the bar.—They seem to forget the law's delay, and its worse than uncertainty. The lines of the poet are full of force and truth.

"There was on both sides much to say,
He'd hear the cause another day—
And so he did—and then a third
He heard it—then he kept his word
But with rejoinders or replies,
Long bills, and answers stuffed with lies
For twenty years the cause was spun,
And then stood where it first begun."

* The same rule is now observed in the Supreme Court of New York.—Ed. Com. Adv.

The grounds in the immediate vicinity of the Parliament House, now an open space, was once a portion of St. Giles church yard, and here were interred the remains of John Knox, but the precise spot where he was buried is unknown. The house in which the great reformer lived and died is situated in Canongate street, and is carefully preserved. There is a window on the North side where a pulpit was formerly erected and from which Knox was accustomed to address the people. Here are to be seen his sitting room and study, which latter is a very small room 9 feet long by 6 wide, the panelings of oak, with an old oaken door and primitive knocker. It was in this room that he composed his history of the reformation.

In Canongate street most of the noblemen resided when Holyrood House was occupied by Queen Mary. The most conspicuous of these ancient mansions of the nobility, is that of the Earl of Foray.—Oliver Cromwell took up his residence in this house in 1648. It has an old stone balcony in front. The building is now used as a school-house, belonging to the Free Church of Scotland. In the neighborhood of this house is a venerable-looking building which for a long series of years was the principal hotel in Edinburgh. It was at this inn, that Dr. Johnson stopped with Boswell on his way to Hebrides.

One of the most attractive objects in this remarkable city, is the superb monument of Walter Scott. The design is most beautiful. It is 80 feet high, with fluted turrets. On the pedestal fronting the street is placed a marble statue of the poet and novelist, and which is considered an excellent likeness.

The University Buildings are very showy and ornamental. The number of students registered is nearly twelve hundred. The quadrangle is 358 feet long by 255 wide. The pillars of the portico are 26 feet in height, each one of solid stone. The library consists of 90,000 volumes, with many valuable and curious manuscripts. There is in the room a fine statue of Burns. The museum has a good collection of birds and animals, and a large number of interesting fossil remains. There is here a table of Napoleon, used by him at St. Helena, with a burnt spot, marked by his segar. On the opposite side of the street is the Royal Infirmary. The building is three stories high, with two long wings. Over the principal entrance is a statue of George II., in Roman costume. On one side of the statue are the words, "I was naked and ye clothed me," and on the opposite side, "I was sick and ye visited me." The Royal College of Surgeons is a beautiful structure, with a noble hall hung round with the portraits of distinguished men. The Medical School of Edinburgh has always ranked among the first in Europe. Monroe, Cullen, Black and Gregory are among the eminent men who have filled professorships in this college. I had the pleasure of an introduction to Dr. Miller, the distinguished professor of surgery, and from whom I received the most kind and marked attentions. This gentleman is in the prime of life, and unites profound learning and skill with the most pleasing manners.

One of the striking features of Edinburgh is the extraordinary height of the houses. Many of them are eight and ten, and some even twelve stories high. Each story is called a flat. I have often seen as many bell-pulls at the front door as there were flats, each family having its appropriate bell. I took this afternoon what is called the Queen's Drive around Salisbury Craig. Near the top of the hill is the Queen's walk, which conducts to the Peak of Arthur's Seat. Walter Scott has rendered some of the localities about it doubly interesting in the "Heart of Mid Lothian." On the right of the Peak is the place where the rebel army was encamped before the battle of Preston Pans in 1745, and here too is the very spot near the site of the ruins of what was once a chapel where Jeanie Deans had her interview with Staunton, her sister's betrayer, and refused to save her life by a falsehood.

Yours,

J. G. G.

Papers on Practical Education.

THE PROVINCE OF THE ELEMENTARY SCHOOL.

The purpose of the elementary school is two-fold:—to instruct children in such things as are essential to the active, efficient, and conscientious discharge of their duties as members of society; and to do as far as possible for each child, morally and religiously, all that a right-minded and judicious parent would do, or desire to do for it.

I. INSTRUCTION.

1. It appears important to demand for every child taught in our schools, that they should learn well,—*Reading*, with distinct enunciation, accuracy, fluency, expression, and emphasis, and to analyse what is read so as to gather out the thought.—*Writing*, with correct spelling, in a legible hand, a letter of their own composing.—*Arithmetic*; as applied to household economy, the drawing out of an account, and the first elements of book-keeping; and in sea-ports,

simple applications to navigation.—*Mensuration*, of such forms as enter into the mechanical employments of the poor.—*Drawing* with compass and scale, the figures of practical geometry, with such applications of them as are found in the several trades employed by the builder. These things should take precedence of all others in a school routine on these grounds.—(a) Parents send their children for such instruction. (b) As instrumental of mental culture they are invaluable, whether at school, or after school-life is over. (c) Those who possess them have a better chance of employment, and of better paid employment in after life, from either their greater usefulness, being able to do more, or from their greater skill, taking a higher kind of work.

2. The instruction should embrace information to some extent on the following subjects; care being taken that this branch does not infringe on the *time* devoted to others, and that there is not so much of it, as to weaken the energies of the teacher, and so unfit him for his important work.—*Geography*, so far as to make them acquainted with the industrial character and commercial relations of our country.—*History*, so far as will make them prize our advantages in liberty, employment, food, clothing, dwellings, and instruction, compared with former periods.—*Social and Political Economy*, so far as relates to Taxes, Magistrates, Courts of Justice, Policemen, Personal Liberty, Relations of Masters and Servants, Capital and Labour, &c., &c.—*Sanitary-laws*; Health, Cleanliness, Drainage, Ventilation.—*Domestic Economy*, in Girls' Schools, so far as relates to Food and economical modes of Cooking, Expenditure of Money, &c. These *common things* ought to be taught in preference to others, on the following grounds.—

(a) They furnish the means of cultivating the mental faculties for our purpose, as much as any other subjects. This culture depends more on the *method* and the teacher, than on the *matter* of instruction. (b) Acquaintance with these things will tend to improve the dwellings, circumstances, and health of the poor. (c) Such knowledge will tend to make them more patient, in times when our Social and Political Economy is disturbed by bad harvests, slackness of trade, or foreign relations.

II. EDUCATION.

As children are placed for five or six hours daily under a teacher's care, it is obvious, he stands in the parent's place, and therefore should do for them, morally and religiously, what the parent would do or be expected to do, in like circumstances. The duties of a parent—apart from those which are specially religious—are those of oversight, restraint, and discipline. But as some homes are injurious, it is the teacher's place to *correct evil* (as a wise and judicious parent), in order to prevent others from being injured by bad example. A wise parent would desire to train his son so as to form good habits, preserve him from injurious associates, and form him to a high moral character.

But we must not expect too much from the work of the school.—(a) It is only one of the several agencies. There is home, street, and innate depravity. (b) Time at school is limited, and irregular. (c) The opportunities for personal contact are comparatively few.—*Papers for the Schoolmaster.*

OCCASIONAL SKETCHINGS—THE SCHOOL ROOM.

BY EMMA LITTLE.

The hour for school has not yet arrived. Let us approach, and, unobserved, sketch the groups congregated in the different parts of the room. Here is loving, light-hearted childhood, elate with joyous mirthfulness. The bright sunshine of an April morning is not more cheering than the merry laughter, the outgushing merriment of that youthful company; the beautiful blossoms of "joyous, laughing May" are not more lovely than the opening, expanding graces of those children's minds. No ungentle hand should attempt to rear such tender plants; no unpracticed fingers should rudely sweep these "harps of a thousand strings." Indelible are the characters which the teacher will inscribe upon the blank pages of these young spirits; and they should be fit to be read in the light of the Eternal Day. How important that he should not slumber at his post, lest an enemy rifle the casket of its gem, or sow tares where he looked only for wheat.

Here is a group of sportive, mischief-making children; and many a jest is gayly passing around, convulsing the thoughtless band with laughter. There a few insubordinate youths are wandering restlessly about, annoying by their boisterous behavior, all that come in their way. "Line must be upon line, precept upon precept," ere any change for the better will become perceptible in the deportment of these neglected, misguided ones. To these the ministrations of the teacher should be as the early dew and the gentle rain to the natural world; mildly distilling, yet efficacious and life-giving in its effects.

When we behold the face of nature bedecked with verdure, the bud expanding to become the flower, the flower merging into the fruit, and the fruit gradually maturing its growth and ripening, we are aware that the dew and rain, the sun and the atmosphere have

combined their influence to develop this growth and beauty. So when we see the mind of budding childhood and blooming youth illumined by intelligence and expanding into full maturity, we know that the teacher has faithfully performed his mission.

But let us return to our miniature world, that school room. Yonder is a puple, more sedate and thoughtful; alone for want of congeniality with those around him. He has within the recesses of his own being the voice adjuring him to break the intrallments of a common-place life, to ascend that hill on the summit of which is the Temple of fame, there to inscribe his name in the highest niche. Now he is entertaining himself with reveries, brilliant as the sun at noonday, yet fantastic and varying as the Aurora Borealis. It is the teacher's office to show that youth that he can achieve his aim by preserving applications; that he must succeed by his own exertions; that he must investigate for himself, and thus develop and mature his powers.

Our sketch will be incomplete if we omit that timid one standing there aloof, looking so sad and neglected, gazing almost tearfully upon his fellows, and almost wondering why he alone seems sorrowful. That is the destitute orphan; or what is more pitiable, the inebriate's child. Bitter neglect and chill poverty are blighting the buds of hope in that young heart. Perhaps, little one, your affliction now so grievous may prove joyous in the end, by stimulating you to the acquirement of mental excellence and the attainment of a position from which you can look down upon these your companions, as now they look down upon you. It is the teacher's mission to minister comfort to that sorrowful spirit, and strength to the weary soul.

A pebble cast into the ocean may cause a few ripples only to be perceptible upon the surface; yet those circles now so limited, may perhaps extending outward, reach at last to the far-distant shore. So the teacher, by the comparatively simple means within his power, may produce undulations in his pupils' minds, which will become increasing circles of knowledge and usefulness, bounded only by the limits of eternity. He, if any one, needs to be pervaded with the spirit and endowed with the knowledge of his vocation; for he is not an architect or machinist to model and construct from perishable material, but the genius to give form and impetus to the immortal intellect.

But we are lingering too long at the school room. The exercises of the day are commenced. Now in their order come the recitations and the recreations. At last they are concluded. The little company leave the house; the echo of their footsteps dies away in the distance; the hum of their voices has ceased. Alone the teacher remains, communing with himself and perhaps reviewing the occurrences of the day. Perhaps despondency is stealing over him, and a heavy consciousness of the responsibility of his position, weights down his spirit. Despair not, faithful one! You may not have accomplished all that you contemplated; but the salutary influence which you have dispensed can not fail to operate beneficially upon their impressible minds. The dashing mountain-torrent does not wear the rock away, but passes over and is gone. The rill trickling through the moss, is infinitely more potential to decompose the granite crag. You are raising yourself a monument, lasting as eternity, by fitting these minds for their appropriate spheres of active life for thus are they prepared for usefulness and happiness hereafter. Engage in your important avocation with renewed energy and unflinching zeal. And may you be taught by him who spoke with a wisdom unequaled by any man.—*N. Y. Teacher.*

THE SCHOOL-ROOM.

What a prison-house for little folks! How often have I seen the "toddling wee things," with dinner-basket and spelling-book, trudging along in the direction of the old red school-house; some sobbing and crying, and casting, frequently, a lingering look behind, followed per-
haps by the mother or nurse, with an apple-tree sprout, which, by its threatening flourishes, seemed to quicken their pace! Others skipping along merrily in anticipation of the fun and frolic of play-time—one hour of which, in their view, overbalances the tedium of the long and tiresome six hours that are spent in doing violence to nature's most imperative laws.

Having arrived at the school-house a few minutes before school-time, what a happy scene presents itself! Running, jumping, laughing; no restraints upon natural impulses; their physical and mental energies are developing themselves much faster than when occupied in the school-room. But presently the rap, rap, rap, on the window sets them all scampering.

Now they are all seated, let us take a look at them. One class occupies a painfully inconvenient seat behind a desk, leaning forward with curved spines, chests collapsed, and shoulders dislocated, trying to commit words to memory; another class in reading. One little bright-eyed girl reads off a verse very flippantly, and then waits for a dozen of her awkward and heedless classmates to go blundering and drawing through two or three pages of the Reader, keeping watch in the mean

time lest she lose her place, till her turn comes again. Another class of little tow-heads, not half of them out of petticoats, sitting on a hard bench with nothing to lean against with their feet dangling in the air and trying to balance themselves on the centre of gravity by an occasional vibration on either side. After a long and tedious hour or more has passed, they are called up to say their a, b, c's, which occupies but a few minutes, and then sent back to their seats and told to sit still, fold up their arms and be good children. For a while they try to obey, but nature's demands are imperative. Their hands get loose, and their eyes wander in search of amusement, and if they can find a knot-hole to spit through, or see a wasp in the window, it is quite a treat to them. Sometimes, when no source of amusement presents itself, they fall asleep to dream of the play ground, birds' nests, and the tiny fish in the brook. On the opposite side is a class of boys learning to practice deception and falsehood by pretending to study their books, while they are watching the teacher, so that when his back is turned they may carry on a brisk trade in pin-boxes, wooden watches, and pewter hatchets; and if, now and then, one is caught in mischief, he is taken out into the floor to receive an application of the birch, which is a salutary process: for crying is said to be healthful, and the flogging calls into exercise a set of muscles which otherwise would remain inactive. One is munching fruit behind his spelling-book; another is throwing paper wads across the room; and one fellow has a pin stuck through his great toe-nail with which to stir up the wrath of his next neighbor, and excite the risibilities of all the lookers-on.

People in this region send their children to school at the age of three and four years; not because they are expected to learn much, but to get them out of the way, say their mothers. The little things are troublesome, and therefore they must be sent to school to vex the teacher, stultify their minds, and weaken their constitutions. It would be much better to give them a whip and a broomstick, and send them out into the yard to play horse, or let them trundle the hoop, paddle in the brook, build stone walls, mud huts, and sand ovens. Let them enjoy the free use of their limbs, the bright sunshine, and the pure air of heaven.

We have two children—a boy seven years old and a girl nine. They have never been to school; their mother teaches them while sitting at her work, without any inconvenience to her or any great anxiety to get them out of the way. The time spent at their lessons has never been, on an average, more than one hour in the day, and yet they are at least as far advanced as any children that have been to school.

West Granby, Conn.

W. G. in *Ohio Journal of Education.*

SCHOOL-ROOM ETIQUETTE.

We take the following from an article entitled "Unconscious Tuition," by Rev. F. D. Huntington, which we find in the "American Journal of Education and College Review," a new publication, of which the second number has just come to us:—

"Manners react upon the mind that produces them, just as they themselves are reacted upon by the dress in which they appear. It used to be a saying among the old-school gentlemen and ladies, that a courtly bow could not be made without a handsome stocking and slipper. Then there is a connection more sacred still between the manners and the affections. They act magically on the spring of feeling. They teach us love and hate, indifference and zeal. They are the ever-present sculpture-gallery. The spinal cord is a telegraphic wire with a hundred ends. But whoever imagines legitimate manners can be taken up and laid aside, put on and off for the moment, has missed their deepest law. Doubtless there are artificial manners, but only in artificial persons. A French dancing-master, a Monsieur Turveydrop, can manufacture a deportment for you, and you can wear it, but not till your minds has condescended to the Turveydrop level, and then the deportment only faithfully indicates the character again. A noble and attractive every-day bearing comes of goodness, of sincerity, of refinement. And these are bred in years, not moments. The principle that rules your life is the sure posture-master. Sir Philip Sydney was the pattern to all England of a perfect gentleman, but then he was the hero that on the field of Zutphen, pushed away the cup of cold water from his own fevered and parching lips, and held it out to the dying soldier at his side! If lofty sentiments habitually make their home in the heart, they will beget, not, perhaps, a factitious and finical drawing-room etiquette, but the breeding of a genuine and more royal gentility, to which no simple, no young heart will refuse its homage. Children are not educated till they catch the charm that makes a gentleman or lady. A coarse and slovenly teacher, a vulgar and boorish presence, munching apples or chestnuts at a recitation like a squirrel, pocketing his hands like a mummy, projecting his heels, nearer the firmament than his skull, like a circus clown, and dispensing American saliva like a Member of Congress, inflicts a wrong on the school-room for which no scientific attainments are an

offset. An educator that despises the resources hid in his personal carriage, deserves, on the principles of Swedenborg's retribution, *similia similibus*, or "like deserves like," to be passed through a pandemonium of Congressional bullying.—*Ohio Journal of Education.*

THE BIBLE IN SCHOOL.

The followers of Mahomet are said scrupulously to avoid stepping upon any written scrap of paper, lest perchance they should tread upon the sacred name of Allah. It would not be amiss if a somewhat kindred reverence were more exhibited in our school-rooms, and we think that a useful lesson might sometimes be learned from the conduct of the readers of the Koran. A tattered Bible tossed into a dusty school box, or left neglected on a cup-board shelf, in company with dilapidated ink-wells, and odds and ends of school material, to say nothing of a stray leaf occasionally to be found upon the floor, gives a practical example of indifference and irreverence, which the most careful verbal teaching fails to counteract. In treating upon the use and abuse of the Bible in school, we would give the preliminary hint, that the very volume, without inculcating a superstitious reverence for any amount of sheep-skin, paper, or typography, might be advantageously placed in its treatment, above the level of an ordinary school-book. Not many years ago, the Holy Scriptures formed the sole matter of school-reading, and for some mysterious and occult reason, "getting out of the Testament," and "getting into the Bible," was assumed to be a mark of superior scholarship, if not indeed a sufficient proof, that further "schooling" was a superfluity. But it is this very use of the Scriptures, as the means of acquiring the mere art of reading, which must assuredly be the very opposite of the proper position of the Bible in school. Can it be in accordance with the reverence due to revelation, or with the fit use of inspiration, to place it upon a level with the first, second, and third books in the lists of our school series? Or, is there nothing repulsive to a religious mind in making the highest truths and deepest mysteries the vehicle of a spelling lesson? When, for example, the first chapter of Genesis is split into monosyllabic fragments, each with its solemn prefix, we cannot fail to recall how awful is the denunciation, that they shall not be held guiltless, who take Thy name in vain. The mistake, for such it is, has perhaps originated in the grand simplicity of truth. The phrase, "simple truths," is a misapprehension; truth is ever the deepest mystery; but the language in which it clothes itself is most frequently pre-eminently simple—the reverse of "a tale of little meaning, though the words are strong." The highest mysteries of our faith, as a little reflection and memory may convince us, may be conveyed in our Saxon phraseology, in the most simple, and for the most part in monosyllabic language. But, if from the mouth of babes we would perfect praise, it will be by teaching these truths, as truths, orally and memoriter, it may be, and not by dissecting them by a bewildering process, into the component part of consonants and vowels. There may be something sentimentally religious, and greatly in accordance with the use of lithographic pictures, and plaster images of "infant Samuel," in the scene imagined by a warm fancy of a group of little ones engaged in lisping out the truths of holy writ; we would not deny the reality, or the moral healthiness of such an effort made by some little one at its mother's knee, but when the scene changes to the school-room, when the stumbling efforts at pronunciation of the puzzled reader, are the occasion of stirring up childish ambition, temper, or pride, the pleasant illusion dissolves into an unpleasant reality. Is then the Bible never to be used as a reading book in school? Never. But remember, a wide difference exists between such a query and answer, and the question, is the Bible never to be read in school? Most certainly it is, but to be read as Holy Scripture; mistakes are to be gently corrected, faults to be amended, rather by correct example, than by direct reproof; it is to be read, not as subject matter compiled for a lesson book, but that we "may know the certainty of those things wherein we have been instructed," and be made "wise unto salvation." It is too often, we fear, otherwise, and thus the right name for much mis-called "religious instruction," is "secularised religion." Holy Scripture should be read daily, but not as if a charm were attached to the enunciation of a certain number of verses, nor as a mere preamble to the more earnest business of the day. Portions of it may be required to be committed to memory, but it is not to be regarded as a mere subject for the exercise of the faculty; dogmatic teaching must necessarily be enforced by recurrence to its pages, to search and prove whether or no these things be so. Its truths and mysteries are not to be evaporated into a mere series of pictorial gallery lessons, but to be brought to bear upon principle and action, and daily life, that its readers and students may be more and more "thoroughly furnished unto all good works." We have hinted at the place which the Bible in school should not, and have indicated the position which it should hold; nor can we surrender it, unless in place of being educators, we are content to become mere instructors. The religious ignorance, of our "home-

heathen," demonstrated the futility of trusting to the parents for that teaching of faith and practice, which we are assured we may on that ground of reliance, safely eliminate from the school-room. We are compelled to conclude, either that religious parents are the exception and not the rule among our masses; or, that their unaided efforts are utterly ineffectual. But the Bible in school, we are again told, has a school day of its own. Far be it from us to decry either the efforts made, or the result produced, by the labourers in the Sunday School. Large, earnest, and successful is the band of Sunday school teachers, and not unfrequently are they the only channels through which religious knowledge reaches a large portion of our juvenile population. Kind are the sympathies, and beneficial the intercourse between the teacher and the taught. The work possesses all the zeal characteristic of voluntary effort, and is carried on with the ardour of a labour of love. Individual knowledge, personal example, the undefinable outgoing of personal influence, all do their work, and not seldom, well; and the teacher becomes often in after years the friend and counsellor through life. But, should we accept this as an equivalent for our interpretation of the "Bible in School," we surrender at once the entirety of education. As a lesson book we dare not use it, and if it is merely to be read in our ears, however diligently and reverentially, we are painfully reminded of an old conversation which commenced with the enquiry, "Understandest thou what thou readest?" Education cannot, we believe, be by any subtlety severed from religion, and consequently from the use, the influences, the inferences, the teachings of Scripture. The more profound the mystery which the educator discovers in its pages, the deeper the faith which he places in its truths, so much the more will he strive to use its influences in his teaching. It is true that this may create a difficulty in the extension of education, but is one which must be met honestly, and it may have this beneficial influence, to raise in some the inquiry whether "religious teaching" may not have been hitherto little more than a teaching of religious common-places; whether that which has been theoretically religious, has not been practically secular; and whether save as the watch-word of party, the pre-eminent place which it demands has really been assigned to the Bible in School.—*Papers for the Schoolmaster.*

EDUCATION IN THE CITY OF TORONTO.

A recent Lecture of the Local Superintendent, George A. Barber, Esq., gives the following sketch of the history of Education in the City of Toronto "Prior to 1844 no attempts were made to organize in the city any system of public instruction, and the first movement left each section into which the city was divided to make its own regulations. The consequence of this was the absence of uniformity, which was attended both with inconvenience and expense to parties moving from one section into another. So little was the interest in the schools at first that in many instances half a dozen of resident householders could not be induced to meet to choose trustees! We recollect of three or four persons constituting the annual meeting of a section. This indifference has passed away and public schools now deservedly occupy a considerable share of public attention and interest. At a subsequent stage of our school history a City Board of Trustees was chosen by the Corporation, which was an improvement on the previous scheme, but difficulties were experienced in carrying out an efficient public system by rate-bills or the collection of school dues by the teachers, while it was found also, that a very considerable number of poor persons were unable thus to provide for the education of their children. The remedy which naturally suggested itself was the adoption of the free system by levying a tax for the support of the schools on the holders of property in the city, in connection with which, by the School Act of 1851, provision was made for the election of a Board of Trustees directly by the tax-payers in each school section or ward. The rapid advance of the schools may be traced from that period. The power given to the trustees chosen by the people to raise funds by a general assessment for the purchase of school sites, the erection of school houses, and all the expenditure necessary to the establishment of an efficient system of public instruction, was wisely employed by the trustees, and six school houses of ample dimensions, chaste and beautiful as to design, having every modern improvement, and capable of accommodating about 2500 pupils, are enduring monuments of the superiority of the new and popular system under which the schools are now managed. The total cost of these sites and buildings with all their furniture and requisites, does not fall much short of \$70,000 or \$80,000. A large proportion of this expenditure has been paid by city debentures, wisely diffused over a period of twenty years, so that those who shall in future reap a share of the advantages shall bear a share of the expense. The average cost of educating each child, under the old system of rate-bills, in buildings admitting of no departmental arrangements, and often unfavourable to health, was about twenty shillings; while under the new system, in all respects superior to the old, the cost does not exceed, upon an average, to the parents, seven shillings and sixpence."

JOURNAL OF EDUCATION,
Upper  **Canada.**

TORONTO: MARCH, 1856.

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

PRISON LIBRARIES.

The London (U. C.) *Herald* of the 7th instant, on the subject of Prison Libraries, remarks :

"We gladly copy from the *Old Countryman*, the following paragraph on the above subject :—'A most timely letter has been addressed to the York Council, by J. G. Hodgins, Esq., Deputy Superintendent of Schools for Upper Canada, on the fearful state of ignorance of the inmates of the Counties' Jail, and suggesting that a library should be established of instructive books for such as could read. The appeal has been answered by a grant for a Library and appendages of £25.'"

This letter is as follows :

EDUCATION OFFICE, TORONTO, 5th Feb., 1856.

SIR: I have the honor to submit the following for your consideration and that of the Committee on Education.

In the interesting but painful facts disclosed in the report to the Council by the Governor of the Gaol, there is matter for the gravest reflection—particularly in regard to the state of education among the criminals. There is, however, one agreeable fact stated, and that is, that of the 1416 criminals in gaol during the year 1845, 848 are reported by Mr. Allen as able to read.

Now, although we may not be able to reach so unfortunate a class of persons by education, (even were the Council to appoint a schoolmaster among them), owing to the age of the chief part of the criminals, still the Council can, under the authority of the School Act and the Library Regulations, establish a branch school library in the gaol, for the benefit of those who can read. So benevolent and appropriate an act on the part of the Council would no doubt effect great good, particularly among the younger criminals; and this Department will gladly aid the Council in the matter, should it see fit to concur in this suggestion.

By means of a well selected library of instructive and appropriate books, many whose moral perceptions are not yet blunted, and whose life is not yet hardened by crime, might be reclaimed—a new bias might be given to their feelings and tastes, and a purer and nobler ambition might inspire some of those who are now only famous in the annals of crime.

The matter is worthy of the best consideration of the Council; and I therefore respectfully beg to call your attention to it.

I have the honor to be, Sir,

Your very obedient servant,

J. GEORGE HODGINS,
Deputy Superintendent.

Joseph Hartman, Esq., M.P.P.,

Warden of the Counties of York and Peel.

The *Herald* further adds:

"In the speech from the Throne allusion has been made to the necessity of legislating for juvenile criminals. No doubt precaution is, in all cases, better than cure; and education based on religion is the only means to carry it out: but we must not forget that that is prospective. The present criminals who are inmates of the Bastilles called Jails, where no classifica-

tion exists, and where no occupation in the shape of learning trades or other useful works beguile the time of the hapless inmates, a few books judiciously selected might prove of great benefit; and this time afforded for reflection might be probably invested in the conversion of lawless ill-conditioned characters to good citizens. The County Council of York have set the example, and we trust this and other localities will follow."

On this subject the *Niagara Mail* of the 27th ultimo also remarks :

"The County Council of York has set an example of enlightened humanity, which ought to be followed by every other county council in the Province. Much has been said and written, and very truly too, about the corrupting influences of a number of prisoners confined together in a gaol; where men only guilty of misfortune are associated with men guilty of crime. But little or nothing has been done to lessen the influences arising from this close and continued communication of prisoners, which tends so strongly to make all of them worse men when they come out of, than when they enter prison..

One great reason of this is, that the prisoners have nothing generally wherewith to occupy their minds but talk, and that too generally talk of the worst kind, for the worst men invariably give the tone to gaol conversation. And yet there are many of them who would gladly escape from such pestiferous intercourse, had they books with which to pass the weary hours of confinement. Our gaolers can tell how eagerly a stray book or newspaper is circulated among the inmates of a prison, and read and re-read until it is worn out. Now, why cannot humanity and even common prudence, turn this desire to a good account, and by a small selection of suitable, chiefly religious books, being placed in every gaol, assist to furnish the minds of prisoners with food for knowledge and penitence, and also preserve them in some degree, from the baneful effects of their continual conversation with each other. It will be years perhaps before we can hope to effect a change in our prison management, by the proper classification of prisoners; but we are persuaded something may be done in the way of reform by measures like that just adopted by the York County Council.

May we hope that the County Council of Lincoln and Welland will deem this matter of sufficient importance for their serious consideration; or would the next grand jury of the counties, in its visit to the gaol, inquire into the wants of the prisoners in this respect, and consider whether a small grant of £50 or £100, might not be recommended to the Council, as a beneficial and even necessary investment?"

It is gratifying to be able to state that, on a similar application being made to the City Council, Toronto, that body also appropriated the sum of twenty-five pounds to this benevolent object.

It is with much pleasure that we refer to this, the first successful effort which has been made in Upper Canada towards the establishment of a public library in connection with a county prison. It may be interesting to know that libraries exist in many of the American prisons, and are doubtless productive of much good.

The following is a List of the STATE PRISONS in which these LIBRARIES are reported, together with the number of volumes in each, etc.

NAME OF LIBRARY.	NO. OF VOLS.	REMARKS.
New Hampshire State Prison	900	No remarks.
Vermont State Prison	472	No remarks.
Massachusetts State Prison	820	\$1,000 are annually appropriated to purchase books for the Prison Library.
Connecticut State Prison	1000	The books are circulated among the prisoners once a week. The labor of twenty convicts in this prison is devoted to the manufacture of <i>School Apparatus!</i>
New Jersey State Prison	1090	The books are distributed among the prisoners once a fortnight.
Pennsylvania Eastern Penitentiary	2000	500 volumes of this library are in the German language.
Ohio Penitentiary	8000	No remarks.

The foregoing very meagre statistics and information are taken from the *American Almanac* for 1856.

NECESSITY FOR MAINTAINING OUR COMMON SCHOOLS.

(From the *Barrie Northern Advance* of 21st February.)

The Criminal Statistics of a country are always of importance to all, and of especial interest to the intelligent and reflecting. They furnish a diagnosis of the moral condition of a people, and direct legislation and philanthropy in their labours. A comparison of the crime of years enables us to judge of our progress or corruption, while the minuteness of detail given under free institutions, furnishes a wholesome check on any abuse of power.

A Return of the improvements for 1855, in Toronto Gaol, including the persons from the United Counties of York and Peel, and from the City of Toronto, has just been presented to the Grand Jury. It supplies several points worthy of notice, and perhaps different from our previous conceptions of the state of the Province.

The number of prisoners during the year, was, altogether, 1416, which in a population of about 170,000, gives about one in a hundred and forty.

Of the 1416 persons, it seems 668 could neither read nor write. How many of these were Canadian, and how many belonged to other nationalities is not told us; but it presses home on us the necessity of educating the rising generation on seeing so much of the crime rise from the ignorant. Of the whole 1416, only 36 could read and write well—all the rest had only an imperfect knowledge of either branch of education. It is clear that the few who could write a letter or read a book, by no means bear the same proportion to the numbers of the educated class, in the country, as the greater number of uneducated prisoners bears to that of the illiterate. Education evidently has to do with the limitation of crime in a country where facilities for social advancement are so great as here. Alison in his History is strongly against the doctrine that schools alone will raise any nation morally, and adduces strong facts from France and Prussia and elsewhere, in support of his views. But while it may be the case in more densely peopled countries, that education only makes vice and crime more powerful, and more subtle; while, by increasing desires and quickening passions it increases its extent, there is no fear of such a result in a Province like Canada, where an open path lies before knowledge with every allurement in its course. Mr. Allen's Returns call on us to pay still increasing attention to our common schools, and zealously to guard them against every attack.

THE PERCEPTION OF BEAUTY—AN EDUCATIONAL MUSEUM.

The latter part of the following article from the *Massachusetts Teacher* illustrates, in very appropriate language, the objects contemplated by the Chief Superintendent in the establishment of the proposed Educational Museum for Upper Canada. The importance and value of such a Museum becomes more and more apparent every day; its necessity is felt by the best educators in other countries.

That each man has faculties to enable him to perceive and appreciate beauty, cannot be questioned. In a true plan of education, these would receive their share of attention, and be properly developed. They have heretofore, as far as the education of the mass of the people is concerned, been almost entirely overlooked. The aim has been to unfold those faculties, merely, which fitted for what has been called practical life. Most of the efforts of schools are thus directed now; and perhaps it cannot at present be otherwise. But, still, it is in the power of teachers to do very much towards developing that part of the child's nature, which seizes upon the beautiful, and draws from it its genial and inspiring influences. As far as this can be done, it should be done. It is quite certain that through the whole educational course, from the primary school upwards, something may be accomplished here by each successive teacher, without any serious loss of time from the regular studies pursued in the schools.

The great error in our system of education is that the perceptive faculties are scarcely trained at all. Hence children and men do not observe things as they should. They see without seeing, and only a small part of the objects beheld are impressed upon the mind. All besides is confused and indistinct. How few, for instance, can describe the line of the horizon, often one of great beauty, as seen from their homes, or from some neighboring eminence, though they have beheld it thousands of times. And this, because their attention has not been properly directed to it. Let the attention of scholars be called to this line, and at some future time require, as an exercise in composition, a description of it. Two things will then be accomplished at the same time. Lead them to note the difference in their sensations, as the eye passes over hill and dale, along the dead level of the sea, around the sharp corners of distant buildings, or across some wavy forest. That which causes the most pleasing sensation will, of course, be the most

beautiful to them. At another time, bid them describe the great features of the landscape enclosed by this line. Insist upon close observation and faithful description. If they understand fully what is required of them, they will find pleasure in doing it; and as they note the forms of the surface, the groupings of buildings and trees, the positions of water, and so on, they will discover beauties, of which they before knew nothing, though the same landscape has been spread out before them for years. Could they be taught to sketch all these; it would be far better; but that could hardly be accomplished in our schools now.

Next, this same landscape may be made to give lessons in light and shade and color. There are not many scholars whom an intelligent teacher could not lead to find pleasure in viewing the thousand shades of the same color even with which the landscape is adorned; in beholding the ever-varying hues produced by the ceaseless play of light and shade, as the wind sweeps over meadow and forest, or the fleecy clouds veils and unveils the sun. Let them search for any two spots that have precisely the same coloring, or the same arrangement of light and shade. They might thus be led to spend hours in learning the wonderful variety of forms and colors, which nature offers to view, under the influence of those delightful emotions which true beauty ever excites.

The great features of the landscape need not occupy the whole attention. The teacher may descend with his scholars into particulars. Nature has done nothing which is not worth study. She has clothed in beauty even her lowliest forms. Each tree, in its form and foliage, each plant, each flower, has elements of beauty, which only special study can discover; but once discovered that tree or flower is beheld as never before. It is invested with a charm that never departs. It not only pleases when beheld, but as often as memory brings back its image, it sheds its beauty upon the heart. There is even in the sand-bank, in the roughest rock, in the moss that grows over it, in the dusty wayside weed, a beauty which will gladden the eyes of him that seeks it. Every teacher, who is himself a lover of beauty, can open here sources of enjoyment to his pupils, which will save them from much of the sorrow and evil of life.

Let him by no means fail to direct their eyes upwards. Few know the beauty that ever graces the skies. The clear trembling blue that seems to tempt your gaze on and on to the fancied heaven beyond; the thousand cloud-forms that repose lightly on the summer air, or are driven on by the rushing winds, ever changing in form and hue; the rich play of the morning light, the gorgeous train that waits upon the setting sun, all glow with the divinest beauty, which in its purifying and elevating influence lifts the soul from earth to heaven. Let scholars be taught to watch the setting sun, and after it has disappeared, to note the intermingling and gradation of colors, from the cold purple of the zenith to the glowing gold of the horizon; let them watch the change from gold into orange, from orange to crimson, from crimson to purple, and so on till the dull blackness of night gathers, and the stars come out to stand their nightly watch, and they will behold visions of beauty which will light up the chambers of their minds forever. These glorious sunsets, which are so frequently occurring, are in some measure beheld by all. The brightness which robes the western sky attracts all eyes. But their chief and most moving beauty is not seen by the careless beholder. Only the earnest observer traces those delicate chadings and softened tints, which glow with beauty not of earth, and soothe the soul into a repose like that which one imagines the "beloved disciple" to have felt as he leaned upon the Saviour's breast.

In cities, and in some measure everywhere, teachers can point out the beauties of art, and direct their scholars where they can find what is worthy of their study. Fine pictures might from time to time be exhibited, and their excellences shown. Coarser ones might also be sometimes used for purposes of criticism. A few such lessons even, would be invaluable, and would do much towards forming a true taste. The time may come when the walls of our school-rooms, instead of being disfigured with anatomical plates, will be adorned with pictures of real beauty, and its niches graced with busts and statuettes. Could a love of beauty be awakened in the hearts of the scholars, it would be a powerful auxiliary for good. The moral tone of the school would be elevated at once.

Beyond the mere outward forms of beauty scholars should be taught to look. All this robing of earth and sky has a meaning; and it is this meaning that most works into the soul, and chastens and refines it. Beauty is expressive of the love of God; for it can be only in love that he has woven so fair a vesture for the earth, and insphered it with such glowing skies. The sentiment of beauty, therefore, lifts all to Him, and makes them feel the arms of His love encircling them. It wins from all that is low and sensual to all that is pure and ennobling. There may be a recognition and love of beauty, even where there is forgetfulness of God. But how much brighter does it glow, how much sweeter and purer the emotion it awakens, when God's love shines out through it. The teacher in laboring for these results may gain nothing

that will appear in examinations, or grace his exhibitions; but he will have the satisfaction of knowing that he has opened to his scholars sources of pure enjoyment; that he has been instrumental in storing their minds with beautiful images, which will fill many an otherwise vacant hour with bright visions, and charm away pain and sorrow in times of sickness and distress; that he has opened to them a path which leads to God.

CARDINAL WISEMAN ON THE PERCEPTION OF NATURAL BEAUTIES.

Cardinal Wiseman recently delivered a lecture "On the Perception of Natural Beauties by the Ancients and Moderns," to a numerous and highly respectable audience in the Hanover-square Rooms. His Eminence commenced by defining the perception of natural beauty to be the power of observing, uniting, and harmonizing the distinguishing characteristics of nature in every part of the creation—on sea and land, by day and night, in the heavens and on the earth; elegance of form, beauty of colour, harmony of sound, the play of light, the sweetness of odours, and all that delights and raises the thoughts of man in the contemplation of natural objects. It also included the power of communicating to others by pen or pencil the impressions which nature's objects make on our own minds—the power of combining, harmonizing, and condensing the different and heterogeneous parts of those pictures of which the eye has gathered together the elements, and projecting them into other minds. From all this he excluded the love of artistic beauty, for, though nature was the foundation of all true art still the two fields were so different that they must be kept distinct. Who could doubt the perception of natural beauty among the ancients who contemplated the glory of their temples, and who could read their poets without feeling in every page that their eyes seized on the beautiful in nature, whether exhibited in the grandest scenery or in the minute graces of the flower? Their pastoral poetry was full of descriptions the most vivid of all that is delightful in rural life; and yet there was one ingredient wanting to make their descriptions of natural beauty perfect—he did not think they entertained more than an admiration of nature—it hardly rose to the point of love. Their gardens combined the idea of a vineyard, an orchard, or an olive-ground, being ever connected with the profitable cultivation of the earth. No sylvan grandeur, no richness of flowers, no natural stream-lets, but the still watercourse for purposes of irrigation enlivened their pictures. Nay, we might almost say that the beautiful rural scenes which he once grouped together were thought by the father of profane poetry too mean for his writing unless embossed in gold on a warrior's shield. The public gardens of Rome were filled with wild beasts, as if the sights of the amphitheatre were not sufficient for the people. That they had landscape and flower painters we could not doubt; but the walls of Pompeii attested the all-absorbing taste for figures. He believed that nature's beauties had found more real love among the moderns than among the ancients. The cause of this superiority he would point out hereafter; meanwhile he would endeavour to illustrate the fact by a reference to our own literature. An intense love of the beauties of nature was observable in Chaucer, the father of our poetry. Narrow as was the limit of his knowledge or the range of his observation, he had an instinctive perception of nature's gifts in all that he saw and knew. Spenser, too, was full of this love of nature. The lecturer read several passages from the works of these poets, to illustrate their intense love of nature, and proceeded to speak of Milton and Shakspeare, the "child of nature," whose delineations of natural objects he described with great eloquence and graphic force. Having shown by comparison that the perception and love of the beautiful in nature was stronger among the moderns than the ancients, he went on to describe the advantages which the modern possessed over the ancient contemplators of natural beauty. After the mighty sea, the most awful, the vastest subject of nature, and the one most likely to call up a sense of the infinite which the ancients had to contemplate, would have been the Libyan or Syrian desert. When a traveller looked forth from the temple of Jupiter Ammon upon the desert, black and houseless, inhospitable, but boundless in its terrible landscape, he could see the blighted tops of trees, like the summits of rocks, embedded in the sand, showing the victory of the waste over the cultivated land, proving that its only life was destruction—its only power ruin. But the modern who looked over the vast prairies of the West—the traveller who explored the wilds of Texas and saw what was the weeds of other countries here magnified into forests—as he who trod the plains of South America and saw their wonders of vegetation, like the royal palm, with its 100 feet of stem unbroken by a single branch—all these would unite in proclaiming that it was not in the desert, but in vast countries like these, with boundless tracts impervious to man by a superabundance of flowers and vegetation, where He who planteth alone "giveth the increase," that the beauties of nature were exhibited in their most engaging forms. What new perceptions of nature's beauties had not the revelation of a new world made? The

poetry of Europe received, no doubt, a powerful infusion of feeling for the beautiful from the East. The Persian paradise was a combined garden and forest. Indeed, the poetry of the East was always flowing over with affection for nature, commerce, religious mission-travelers, and, more than all, the Crusades brought Europe into contact with this feeling; and it was this that changed the character of European poetry from the classical to the romantic. But the age in which this modification was made was eminently the age of faith. The admiration of nature in the ancient world entered into her deifications and into her worship. The six books of Lucretius were written to show that nature has powers sufficient for herself, and needs no creator and preserver beyond her own innate force. The poet showed that the world came before God, but Christians had a better creed. They had in their hands a volume beautiful as sacred, in which the love of nature's beauty was expressed, but as subordinate to a better love. So rich are the treasures of the inspired volume that it takes ages of study to explore them, and eternity would not exhaust them. All the love of nature that was felt received the holy impress of the poetry of Scripture, and soon attracted the pencil and the lyre. He would not venture on the vast and well trodden field of sacred poetry, but would content himself with saying that there was scarcely a passage in the prophetic books that did not afford specimens most beautiful of familiarity with the poetry of nature. Let them compare sacred with classical poetry. All, whether sage or savage, felt the power of the lightning and the terrors of the thunder. Homer acknowledged its power, and attributed to it his belief in a Deity. It was to the heathen the exercise of a power reserved for the king of the gods; but how grossly was the subject handled in profane poetry, Virgil described the thunderbolts as made by the Cyclops in Mount Etna. In Scripture thunder was described as the voice of God. In the Book of Job we have the history of a search after wisdom, and we are told that God alone keeps it and can communicate. His voice speaks to man the truths that enter into his heart, that "the fear of the Lord is the beginning of wisdom." Such noble and sublime views, which are to be found throughout the Sacred volume, soon caught the soul of art, and the beauties of nature were sung with a higher and holier aim. After pointing out at some length the great advantage which the Holy Scriptures gave to the moderns in the perception of nature's beauties, his Eminence referred to the wonders of the microscope as affording opportunities of studying the works of God and obtaining still deeper insights into the beauties of nature, which the ancient world could not enjoy. In conclusion, he recommended to all the love and study of nature, and that the study of nature should be always such as would bring us to its Author, so that we might contemplate Him manifested through her in the attributes in which she came in contact with man.

MAPS OF CANADA, &c.

For a number of years it was impossible to procure a good map of Canada at any price. The only available map was that prepared and published by Mr. Bouchette; but its size and expense precluded the possibility of introducing it to any great extent into the public schools of the Province. To supply so obvious a want, the Educational Department of Upper Canada, early in 1854, suggested the publication, furnished the information, and revised the proof-sheets of three large maps of British North America, which have since been published—one in New York; one in Edinburgh, by Messrs. W. & A. K. Johnston, Geographers to the Queen; and one in London, by the Messrs. Smiths, publishers of the National School Maps. These British maps of Canada and the Eastern Provinces, are of the same size and style with Johnston's and the National series of large maps of Europe, Asia, &c., and include our latest county and township divisions, lines of railroad, &c. These beautiful maps were corrected and published in 1855—thus presenting for the first time to the British public (besides providing them for the schools both in England and in Canada,) maps of Canada on a large scale, and complete and comprehensive in detail.

In addition to these Educational maps of Canada, the following valuable maps are announced as preparing for publication:

MAP OF THE PROVINCE.

It has for several years been felt by the people of this Province, that there existed a decided want of some general map of the country;

the want of a map, which should shew, together with the natural and civil features,—the marked improvements made of late, in the rise and settlement of new towns and villages,—the opening of new communications, Rail Roads, Telegraph lines, and Public roads,—and the extent and localities of the great lumbering regions of the country, which have become a marked and important feature in the elements of its prosperity. It is true that in almost every part of the province, Maps of the neighboring States are found in abundance, while those of our own country are rarely met with. But more than this, the acute map publishers of the United States perceiving our deficiency in this respect, are now rapidly filling the country with gaudily colored and embellished sheets, purporting to be veritable maps of Canada with “*all the latest improvements*,” but which are made up of obsolete materials, and filled out with imaginary features, only a slander upon the great Province they are intended to delineate.

Again, in view of its real practicable utility, such a work as we are now speaking of, becomes daily of more importance. During the business portion of the season, the Province is visited by lumber merchants from the neighboring Union, whose timber woods are nearly exhausted, and who are in pursuit of a profitable investment for their talent and capital. To exhibit to these men the extensive lumber regions of the Ottawa, St. Maurice, Saguenay, Temiscouata and other parts of the country is an affair touching upon the financial prosperity of the country. Many of our own people are likewise ignorant of the resources lying so near at hand, and on being shewn the large rivers leading from hitherto unexplored forests of timber, are induced to visit such regions, and eventually to devote their talents and energy to the trade in this great staple of the province. These are all considerations apart from the absolute want, that is felt by individuals of all classes who require any geographical knowledge of the country.

We have been induced to make the foregoing remarks, by a recent inspection of a Map of the Province, now nearly completed, under the direction of the “Woods and Forests” Branch of the Crown Land Department. The work is truly meritorious and reflects much credit upon the Department by whom it was originated and carried on.

The plans are constructed upon three different scales. The smallest, of 12 miles to an inch is intended for a general Map of reference for Offices, Counting Houses, &c., &c.

The largest Map, upon a scale of *two miles to an inch* is a work that involves a great amount of labor. Throughout the whole Province the most minute details are preserved. In the seigniories, for instance, *every lot* is laid down with the greatest precision as well as in the Townships. We are informed that in this part of the work the Department has experienced much difficulty, arising from the fact that many seigniors were without plans of their Seigniories and Fiefs, and these had to be collected from different Land Surveyors in detached parts.

The other Map is upon a scale of four miles to an inch, and is a reduction of the large sheets, shewing the same details. The whole is executed in good style, and we understand, will be engraved under the direction of the Government during the present year.

To conclude, we cannot but remark, as we have often done before, that on seeing delineated before us, the great rivers and exhaustless timber and iron regions of the country, we also think we perceive a great future, and one full of hope.—*Three Rivers Inquirer*, 19th Jan.

GEOLOGICAL MAP OF THE PROVINCE.

It is understood that Sir W. E. Logan is about publishing or has published a geological map of great beauty and excellence. In the last number of Silliman's Journal, it is stated that this map will be the best ever executed of any part of America. It will be of the greatest service to every Student of American Geology, and it is to be hoped that an edition accessible to all will be extensively circulated in this Province.—*The Canadian Naturalist and Journalist for Feb.*, 1856.

A LARGE MAP OF CANADA.

In the Exchange News Room, there may now be seen a large map, 24 feet by 5 feet, of the Province of Canada, with the Lower Colonies, shewing their connection with New York, Pennsylvania, Ohio, Indiana, Wisconsin, and Minnesota; and with Europe by the route of the River St. Lawrence and the Great Lakes; having also the connection by railways and canals with New England, Mississippi and Missouri Rivers, Iowa and Nebraska. The map is by Mr. T. C. Keefer. We believe he has prepared it especially for the use of the Government. It is very valuable, and contains a great deal of information. We should like to see it lithographed.—*Montreal Gazette*.

We may also observe that, in addition to some fine County Maps, engraved by Mr. Ellis of this City, Messrs. Maclear & Co. have published a very accurate Map of Upper Canada, which has been prepared with great care by Donald McDonald, Esq., of the Canada Company. They also announce a Map of British America, and several Maps of Counties, &c.

Miscellaneous.

WATCH, WATCH, MOTHER.

Mother! watch the little feet,
Climbing o'er the garden wall,
Bounding through the busy street,
Ranging cellar, shed and hall,
Never count the moments lost,
Never mind the time it costs,
Little feet will go astray,
Guide them, mother, while you may!

Mother! watch the little hand,
Picking berries by the way,
Making houses in the sand,
Tossing up the fragrant hay,
Never dare the question ask,
“Why to me this weary task?”
These same little hands may prove
Messengers of light and love.

Mother! watch the little tongue
Prattling eloquent and wild,
What is said and what is sung
By thy happy, joyous child.
Catch the word while yet unspoken,
Catch the vow before 'tis broken;
This same tongue may yet proclaim
Blessings in a Saviour's name.

Mother! watch the little heart
Beating soft and warm for you;
Wholesome lessons now impart;
Keep, O keep that young heart true.
Extricating every weed,
Sowing good and precious seed;
Harvest rich you then may see
Ripening for eternity!

LITTLE CHILDREN.

“AND he took them up in his arms, put his hands upon them, and blessed them.” Wondrous sight! infinite condescension! the Lord of life and glory blessing little children. The Creator of worlds regarding them with looks of tenderest love, speaking to them in accents sweet and low. What a theme of contemplation for *Infant class teachers*, what a ground for encouragement! Their difficulties are many, and arise from the very nature of the charge they have undertaken. The volatility of childhood, its carelessness and restlessness, together with its tendency to light hearted mirth, have to be contended with and in a measure restrained. We say, in a measure, for who would wish entirely to suppress the buoyant spirits of youth? There is a sweetness in the merry laugh of childhood most pleasing to the ear, a joyousness in its tone that brings with it the remembrance of bygone years, and memory reverts to the time when with equal gaiety we hailed the passing moment. But fun and frolic, exuberant laughter and play, must not be allowed to enter an Infant class. Instruction has to be imparted, and that of no trifling import. The spirit beaming through those bright eyes, is to exist “long as eternal ages roll,” and that spirit's destiny, whether of joy or woe, is affected by the instruction imparted. The teacher feels this, and as he gazes upon the fifty or sixty little immortals before him, his heart sinks and he exclaims with despondency of feeling “who is sufficient for these things.” How can I meet the case of each little one, how arouse the energies of the dull and inactive, while I stimulate to increased exertion the bright and intelligent? Too often after careful preparation of the lesson, and the most indefatigable and painstaking endeavor to communicate it, he fails in arousing interest, or securing attention, and he feels as if “laboring in vain.” Not so, teacher. He who once put his hand upon little children is regarding thee. The seed thou hast sown is not lost, the Lord of the harvest is tending it, and in some little thoughtless heart it is germinating to life eternal. Take courage then, and persevere in the good work, frequently casting thy thoughts toward the spot in Judea, where the voice of the eternal God pronounced a blessing upon the objects of thy solicitude. Listen to the tones of that voice, until your own imbibe its sweetness, and re-echo its sound; study that gentle deportment until your own reflects it; above all, strive to obtain the same spirit of love to your charge, and your efforts shall be crowned with abundant success.—*Eng. S. S. Teacher's Magazine*.

BE PATIENT WITH THE LITTLE ONES.

Be patient with the little ones. Let neither their slow understanding nor their occasional perverseness offend you, or provoke the sharp reproof. Remember the world is new to them, and they have no slight task to grasp with their unripened intellects the mass of facts and truths that crowd upon their attention. You are grown to maturity and strength through years of experience, and it ill becomes

you to fret at the little child that fails to keep pace with your thought. Teach him patiently, as God teaches you, "line upon line, precept upon precept; here a little and there a little." Cheer him on in this conflict of mind: in after years his ripe, rich thought shall rise up and call you blessed.

Bide patiently the endless questionings of your children. Do not roughly crush the springing spirit of free inquiry, with an impatient word or frown, nor attempt, on the contrary, a long and instructive reply to every slight and casual question. Seek rather to deepen their curiosity. Convert, if possible, the careless question into a profound and earnest inquiry; and aim rather to direct and aid than to answer this inquiry. Let your reply send the little questioner forth not so much proud of what he has learned, as anxious to know more. Happy thou, if in giving your child the molecule of truth he asks for, you can whet his curiosity with a glimpse of the mountain of truth lying beyond; so wilt thou send forth a philosopher and not a silly pedant into the world.

Bear patiently the childish humors of those little ones. They are but the untutored pleading of the young spirit for care and cultivation. Irritated into strength and hardened into habits, they will haunt the whole of life like fiends of despair, and make thy little ones curse the day they were born; but, corrected kindly and patiently, they become the elements of happiness and usefulness. Passions are but fires that may either scorch us with their uncontrolled fury, or may yield us a genial and needful warmth.

Bless your little ones with a patient care of their childhood, and they will certainly consecrate the glory and grace of their manhood to your service. Sow in their hearts the seeds of a perennial blessedness: its ripened fruit will afford you a perpetual joy.—*Michigan Journal of Education.*

THE TRANSPLANTED FLOWER.

A FEW days ago there might have been seen, in one of the quiet streets of our city, on each Sabbath morning, a lady in middle life, leading a lovely little boy to our infant class. Though that boy was less than three years and four months old, he was one of the most bright and intelligent I ever knew. There was in his appearance a thoughtfulness and manly dignity quite beyond his years. His glossy locks hung in graceful curls about his neck; his round cheeks wore the blush of health; and as he sat amid a hundred little boys and girls, his mild quick eye followed his teachers, as if to catch every word that fell from their lips; and when the song of praise to Jesus broke forth from scores of infant voices, little Charlie's countenance glowed as if he would say, "There is no place so like heaven as the infant class."

But that dear boy now sleeps in our beautiful new cemetery on the banks of the Hudson. It is a quiet spot, overlooking the river and the breast-work of mountains beyond. His grave is close by the monument and remains of Bishop Hedding. Beautiful contrast! A shock of corn fully ripe, gathered into the garner above, and a rose just expanding under the warm breath of spring, torn up by the hand of death, and transplanted close by the river of life!

Some months before Charlie died, his father took him to an artist to have his likeness taken. When it was finished, he looked at it thoughtfully for a moment, and then sent a pang to his father's heart by saying, "Yes, that is Charlie, but he will not stay here long." He seemed to feel that this earth was not his home.

A few days before his sickness, another boy, who was in his company, told him one of the common stories with which little children are generally amused. Charlie heard him through, and then said, "I know something prettier than that." "What is it?" said his playmate.

"There is a happy land,
Far, far away," &c.

The boy anxiously asked, "Where is that happy land?"

Charlie pointed his little finger to heaven, and said, "Up yonder."

"Where did you learn that, Charlie?"

"In the Sunday School."

"Then I will go to the Sunday School too."

That boy went home, and pled, with tears, that he might go to the infant class. He now fills the seat that Charlie left.

The children in our infant class are all taught to repeat the Lord's prayer. Upon his return from church, Charlie used to bow his head reverently, cover his eyes with his hands, and repeat, "Our Father," &c., and often sing,—

"There is a fountain filled with blood,
Drawn from Immanuel's veins," &c.

He was sickly only about five days, during which time he expressed a strong desire to go and be with Jesus. He clung with the warmest affection to his friends, yet wanted to go; and when he saw his parents overcome with grief, he requested them not to weep for him. When conscious that he must die, he called his friends to his bedside, kissed his father and mother affectionately, and said, "Good-bye." Then requesting that his infant brother should be brought, he imprinted upon his cheek an affectionate farewell kiss. After this he asked for his little cousin, who, terrified at the approach of death, had fled from the room, and earnestly pled with her to return and receive the parting token of his undying affection. After

he had thus, with the utmost tenderness, bid farewell to all he held most dear on earth, as if his little spirit was exulting in the prospect of heaven, he requested his friends to sing,—

"Could we but climb where Moses stood,
And view the landscape o'er,
Not Jordan's stream, nor death's cold flood,
Should fright us from the shore."

It was about thirty minutes before he died; life was fast ebbing out; but, soothed by these beautiful hymns, he was carried back in thought to the infant class, where he had learned them. The lady who had been accustomed to lead him to the school was standing by; partly by a faint whisper, and partly by signs, he requested her to get her bonnet; when that was brought, he asked for his own hat in the same manner; it was brought and laid upon his pillow. His voice failed, and friends could not understand what he wished. He raised himself partly up, seized his hat eagerly, and put it upon his own head, then looking up, he stretched out his hand, and said, with his expiring whisper, "Now, go to Sunday school." He fell back upon his pillow, his lips moved, and his eyes beamed, as if heaven were still in his vision. At that moment angels caught the spirit, and bore it away to that land where sin and sorrow are not. Happy triumph of the gospel in a young heart!—*Zion's Herald.*

A NOBLE EXAMPLE OF PERSEVERANCE.

One of the most extraordinary examples of perseverance is related of a little girl in Lowell, Mass. We hope its perusal may stimulate many of our young readers to greater perseverance and fortitude in their studies, as well as in obedience and kindness to their parents. A little girl of nine years of age attended the Franklin Grammar School in that city four years lacking two months, under the following circumstances.

She lived nearly a mile from school, and the whole distance lay through cross streets and by ways, with no side walks, and often, in winter, with not so much as a path broken through the deep snows. She always went home at noon, and it so happened that for a long time she was the last of over one hundred girls to leave the school room.

At length she was observed to *run* on leaving the door, and it was also noticed that her naturally pale face was often glowing with unusual heat on her return in the afternoon. Perspiration stood in large drops upon her forehead, and not unfrequently her blue eyes were moistened with tears as she sank exhausted into her seat and commenced her allotted task.

Upon inquiry it was ascertained that during the hour and a half at noon in winter, and the two hours in summer, she walked home, carried a dinner to her father, who worked over a mile from home, ate her own, and returned to school! From that time she was allowed to leave when the signal was given to lay aside the books, thus giving her five minutes more in which to perform a journey of three and a half miles and eat a dinner.

"Many a time," said her mother, "would Elizabeth come home, throw herself on the bed and lie there till morning in a high fever, without tasting food, and with but little rest; but nothing could keep her from school the next day." And she went, fair or foul, sick or well, for nearly four years, was never locked out, and never dismissed! What an example of fortitude, of patience and perseverance, and what a rebuke to the hundreds of girls who plead a little mud or a black cloud, as an excuse to stay away from school!

Never will the writer forget the mingled expression of anxiety and surprise depicted on the countenances of many pupils, when the clock struck and the door was locked, on the day that the above time expired. Looking about for the cause, a dozen fingers pointed to the seat of this little girl. It was vacant for the first time in *eleven* terms. It seems she reached the steps almost faint with running, just as the key was turned, and, being heard, the door was opened, and she urged to go in; but the conscientious girl said, "No she was not in her seat, not in the *house*, even when the clock struck, and she ought not to be marked present."

Who can imagine her feelings as she turned away from the door, after running in a broiling sun at mid-day, till she was ready to sink to the earth with fatigue? Such an example of perseverance, on the part of a delicate child, would do credit to an older head and a stronger frame.—*The Student.*

THE EDUCATION AND DUTIES OF THE ROYAL FAMILY.

The education of the Royal children being a matter in which all must feel interested, a few details of the manner in which the day of the Royal scholars is divided may perhaps be entertaining to our readers. A primary regard is paid to moral and religious duties. They rise early, breakfast at eight, and dine at two. Their various occupations are allotted out with almost military exactness. One hour finds them engaged in the study of the ancient, another of the modern authors, their acquaintanceship with languages being first founded on a thorough knowledge of their grammatical construction, and after-

wards familiarized and perfected by conversation. Next they are trained in those military exercises which give dignity and bearing. Another hour is agreeably filled up with the lighter accomplishments of music and dancing. Again the happy little party assemble in the riding-school, where they may be seen deeply interested in the various evolutions of the *menage*. Thence—while drawing and the further exercise of music and the lighter accomplishments call off the attraction of their sisters—the younger princes proceed to busily engage themselves in a carpenter's shop, fitted up expressly for them at the wish of the Royal Consort, with a turning lathe and other tools essential to a perfect knowledge of the craft. Thus they early become, not only theoretically, but practically acquainted with the useful arts of life. A small laboratory is occasionally brought into requisition, at the instance also of their royal father, and the minds of the children are thus led up from a contemplation of the curiosities of chemical science and the wonders of nature to an enquiry into their causes. This done the young carpenters and students throw down their saws and axes, unbuckle their philosophy, and shoulder their miniature percussion-guns—which they handle with the dexterity of practised sportsmen, for a shooting stroll through the royal gardens. The evening meal, the preparation for the morning's lessons, and a brief religious instruction close the day.

THE QUEEN'S SCHOOL IN WINDSOR FOREST.

A public meeting, in celebration of the re-opening of the Church Schools in Padiham, Lancashire, took place recently in that town, the special object being to re-inaugurate the schools, after some very extensive alterations and augmentations which have lately taken place, the results of the exertions of the Vicar, the Rev. S. Adamson. The Chairman briefly introduced the business of the meeting, remarking that they were met there that evening to further the cause of education and expressing his own conviction that there could be no education worthy of the name or that could permanently benefit our population, which did not embrace spiritual as well as secular instruction. After a few congratulatory observations, he called upon

Sir James Kay Shuttleworth, Bart., who, in the course of his address, said—He had been long silent upon one point, which would be of considerable interest; but he did not see now why he should be contented silent, because, having retired into private life, even the most malevolent would be unable to cast a stigma upon him for what he uttered. He was about to speak to them of some acts of royal munificence that had come under his knowledge, which formed a bright example to the community. He was some eight or nine years ago called on by her Majesty to organise for her and the Prince some schools in the royal forest of Windsor. The view the Queen took was, that a very large portion of the population resident in that district being dependent on the crown, and employed as labourers on the farms, or in the forest, or in the household duties connected with the royal farms, and so forth, she had therefore a personal responsibility in their well-being. The people were scattered over the districts between one town and another, in which there were no schools or means of education, and the children were brought up in a half-wild manner, very much in the same condition as in remote portions of the country in the south of England. Her Majesty resolved that an efficient school should be established, and it seemed desirable that the school should be typical of the act of royal munificence which was about to be accomplished, and not only worthy of the Crown but an example to the country at large. Her Majesty made no stipulation whatever as to the cost, and he drew out a scheme which involved an expenditure of £1,000 a-year. It provided for the instruction of the children not merely in the ordinary secular and religious knowledge, but also supplied the best form of instruction in common things, such as in gardening, in household economy, cooking, washing, making up clothes, &c.; in preparing dishes suitable for, and otherwise enhancing the comfort of cottagers, which latter were taught in kitchens and washhouses prepared for the purpose. Her Majesty not only assented to this plan being carried out, (and the plan had been in operation during the last nine years,) but she had promoted its success in every way, and all the linen worn by the royal children, and a very great part of that used in the royal apartments, was the work of this establishment. The Queen was in the habit of inspecting the place in person, and took a deep interest in its operations. The boys had a garden of several acres, in which they cultivated all that was necessary for cottage use. They had a plot which they jointly cultivated, and in addition they had small separate plots, which they cultivated upon the plan of the common cottage gardeners. They were employed also in workshops, but they were chiefly occupied in gardening. He could assure them that this establishment did not simply exist as a sort of outside show, but was a subject of personal interest to her Majesty; was regularly inspected by her, and often by the different visitors at the court; and the Prince of Wales was in the habit of examining the scholars in certain branches of their studies. He pointed to this as an example to the families of our gentry and aristocracy.

A GLANCE AT MEMORABLE SIEGES.

The siege of Sebastopol will rank as one of the greatest that has occurred in the annals of national warfare. There have been sieges at which, probably, the aggregate loss of life has been greater, such for example, as the siege of Jerusalem, by Titus, when according to Josephus, the Jews who, in spite of intestine factions and the ravages of famines, contemptuously rejected all proposals for surrender, lost 1,100,000 and had 100,000 taken prisoners. These figures are thought to be exaggerated.

Leaving the learned to decide whether such an event as the siege of Troy has ever occurred, and we question whether, in point of duration, there is another event to compare with the siege of Sebastopol.

Alcibiades sailed in a powerful fleet to lay siege to Syracuse, but failed, and by the disaster of the Military power of Athens perished. The battering-ram, arrows, slings, swords and spears were the principle weapons of warfare then, as at former and latter periods of the world. With the exception of the formidable appliances of Archimedes in repelling the last famous siege of Marcellus, more destructive agents were unknown in the sieges of biblical and classical times. The Syracuse geometer, one of whose wonderful machines could project rocks at the enemy's vessels, enabled the garrison to repel the besiegers until the place by treachery was surrendered.

But the invention of gunpowder led to a complete change in the system of fortifications. The square and round towers, constructed on the walls of fortified cities, to enable the besieged to discharge showers of arrows and darts on their assailants were found useless against cannon. The bastion was constructed as the most durable form of defence against the new projectiles.

In the last sieges at Constantinople, which continued from the 6th of April to the 29th of May, 1453, the Turks employed powerful artillery, some of the guns, from their size and calibre, being objects of admiration among military men even at this day. The Asiatic Sultans, in their ambition to possess themselves of the old Greek Empire, hired adventurous spirits from all quarters of Europe, including the ferocious bands of Muscovy, to aid by their talents and services. Russian barbarism also seeks the same aid in the prosecution of its ambitious designs.

The crude notions of fortifications which had hitherto prevailed were formulated into systems and perfected by further inventions of the celebrated Vauban, who, during the wars of Louis XIV., constructed thirty three new fortresses, repaired and improved 100, and constructed about 50 sieges, and who is the author of the irresistible system of attack which has since been successfully followed. But in Sebastopol the allied generals encountered a combination of every form of fortification, natural, regular, and irregular. In attacking and carrying such a stronghold, their engineering genius was, therefore, left as much to its own resources as to the forms of Vauban. There can be no doubt as to the value of such a school to the officers of the engineers and artillery engaged in the operations. The fact is a consolation, in the midst of melancholy results, that the experience acquired in the trenches and batteries during the siege of Sebastopol has tended greatly to elevate the knowledge and efficiency of the officers in the most important branch of our military organization. So far, even "Peninsulars" will admit that the British army excels, if they deny that the operation eclipses the achievements of their own experience.

The siege of Badajos lasted about six weeks, during which time it had been once raised. The siege of Burgos, in about the same time, was four times raised. These however, were carried on amidst great difficulties, as Sir William Napier explains:

"The first siege of Badajos," observes the historian of the peninsula, "was undertaken by the British army, when, to the disgrace of the government, no army could be worse provided for such a purpose. The engineers were zealous, and some of them well versed in the theory of their business, but the boldest trembled at their utter destitution. Without sappers or miners, or a soldier who knew how to carry on an approach under fire, they were compelled to take a fortress defended by the most practised and scientific troops of the age. Hence the best officers and boldest soldiers were forced to sacrifice themselves in a lamentable manner, to compensate for the negligence and incapacity of a government always ready to plunge into war, without the slightest care for what was necessary to obtain success. The sieges carried on by the British in Spain were a succession of butcheries, because the commonest materials and means necessary to their art were denied to the engineers.

KNOWLEDGE, WHEN REALLY USEFUL.

KNOWLEDGE is useful only in proportion as its possessor can turn it to veritable practical account, either as a source of mental enjoyment, or in the outward labors of life, or as a fitting key wherewith to unlock still hidden treasures of truth, or as an acquisition to which the mind can return again and again, with the certain hope of fresh pleasure, or as being entitled to be termed knowledge, owing to its really being something known—not something guessed at, not something flitted with, not something defying, by its shadowy, fleeting character, the gaze of an eye determined to see into an object of contemplation.—*W. Batlgate.*

Educational Intelligence.

CANADA.

MONTHLY SUMMARY.

The *Globe* says:—"We learn that Jesse Ketchum, Esq., of Buffalo, formerly of this city, has presented to the School Trustees of Yorkville, a quarter of an acre of ground in that village, valued at £250, as a site for a school and pleasure ground, and that the necessary documents confirming the gift had been executed and handed to the Trustees. We also are informed that Mr. Ketchum has intimated his intention of bestowing two acres in the centre of the same village, for the purpose of forming a small park for the school children of Yorkville and Toronto, and that the land in question is worth £2,000. . . . The Report of the Superintendent of Education for Lower Canada, has been laid before the Legislature; 4,000 copies were ordered to be printed in French, and 2,000 copies in English, in all 6,000 copies. . . . The question of the comparative state of education in Upper and Lower Canada has been discussed in the House. The general opinion expressed is that the primary schools of Upper Canada are superior to those of Lower Canada, while the grammar schools and academies of Lower Canada are very much superior to those of Upper Canada. Upper and Lower Canada must, therefore, make still greater progress, the one in grammar the other in primary schools.

BRITISH AND FOREIGN.

MONTHLY SUMMARY.

Lord John Russell has given notice of a bill for the re-organization of the system upon which schools are aided by public grants in England. It is also proposed to create a minister of public instruction, with a seat in Parliament. A bill for this purpose has been introduced into the House of Lords by Earl Granville. . . . There are now 63 schools of art and design in the United Kingdom. . . . Trinity College, Dublin, has conferred the honorary degree of LL.D. upon W. H. Russell, Esq., the Correspondent of the *Times* in the Crimea.

NOVA SCOTIA.

Extract from the recent speech of His Excellency the Lieutenant Governor, delivered at the opening of the Nova Scotia Legislature: "The Normal School opened at Truro during the past autumn, under circumstances most auspicious, is now in efficient operation. A measure, having for its object the improvement of the general educational condition of the country, will be submitted for your consideration.

UNITED STATES.

APPROPRIATIONS TO COLLEGES AND UNIVERSITIES IN THE STATE OF NEW YORK.

In answer to a resolution moved by Mr. Kelly, the Comptroller submitted the following statement of money paid to colleges and universities from the income of the State Deposit Fund, from 1840 to 1855, inclusive:—

University of New York—\$6,000 in 1840, 1841, 1842, 1843; \$9,000 in 1844, 1845, 1846; \$3,000 in 1847; \$4,500 in 1849; and \$4,000 in 1850—total \$62,500.

Geneva College—\$6,000 in 1840, 1841, 1844, 1845, 1846; \$12,000 in 1848; \$3,000 in 1847, 1849, 1850, and \$2,500 in 1851—total \$53,500.

Hamilton College—\$3,000 in 1840, 1842, 1843, 1844, 1845, 1846, 1849 and 1850; \$6,000 in 1841, \$1,500 in 1847, and \$2,500 in 1851.

College of Physicians and Surgeons, New York city, \$500 for ten years, and \$1,000 for one year; total \$6,000.

Albany Medical College, total \$21,000.

Medical Institution of Geneva College, \$21,000.

Genesee Wesleyan Seminary, \$13,800.

Medical Department of University of New York, \$5,000.

University of Buffalo, \$2,000.

Madison University, \$8,500.

St. John's College, \$5,500.

Medical Institution of University of Buffalo, \$1,000.

Genesee College, \$6,000.

Making a grand total of \$239,800 paid by the State since 1840.

SCHOOLS IN PENNSYLVANIA IN 1855.

The annual report of the Superintendent of common schools for the past year has just been laid before the Legislature. It is a more than usually voluminous document, and is full of valuable information. After adverting to many of the past defects of the system of education by common schools, the superintendent speaks of the act of May 1854, as having effected many incidental and valuable modifications in it. The great leading feature which distinguishes this enactment is the creation of the office of county superintendent. It has done more substantial benefit in the short space of time it has been in existence than any reform heretofore made. It has, however, proved unpopular with the people in some parts of the state, but the projectors of the measure look for successful results in a large majority of the counties, as a vindication of the necessity for the office. The Legislature having attached the office to the system, it is contended that disasters would follow its abrogation. The unanswerable truth, that an efficient supervision of the schools is of permanent importance for the elevation of their character, is fortified by the fact that the schools of New York, a state remarkable for zeal and liberality in the cause of popular education, were never so prosperous as during the existence of the office of county superintendent, and that efforts are now making to effect its restoration.

The Teachers' Institutes now established have contributed much to the improvement of teachers, and toward increasing the public interest in educational affairs. They have been sustained during the past year by the personal efforts and severe pecuniary sacrifices of the county superintendents and teachers. Having proved eminently useful, they should be established in every county in the commonwealth.

The past year will be an era remarkable in many respects, in the educational history of the state. In it the theory of our system has been demonstrated to be, in the main, the most perfect in the Union. Its powers have been amplified and developed, and the public mind of Pennsylvania, not given to sudden and spasmodic change, but always powerful when set in the right direction, has been awakened to its importance. Increased attention has been paid to the supervision of the schools, and great and self-sacrificing efforts have been made by the teachers of the state, independent of the countenance or pecuniary aid of the Government, for their own improvement in the duties of their useful and elevated calling.

It appears that there are in the sixty-three counties of the state 10,469 schools; number of schools yet required 650; average number of months taught, 5½; male teachers, 8,003; number of female teachers, 4,140; range of salaries of males per month, \$22 to \$29; range of salaries of females per month, \$14 to \$19; number of male scholars, 295,889; number of female scholars, 233,120; number learning German, 10,015; average number of scholars attending school, 361,316; cost of teaching each scholar per month, 58½d.

Amount of tax levied for school purposes, \$1,242,223 10; total amount levied, \$1,354,937 04; received from state appropriation, \$159,554 17; received from collector of school tax, \$1,127,992 61; cost of instruction, \$1,041,571 96.—*Corres. of the N. Y. Commercial Advertiser.*

Literary and Scientific Intelligence.

MONTHLY SUMMARY.

The first number of the New Series of the *Canadian Journal*, the organ of the U. C. Canadian Institute, has been published. The size is foolscap, 8vo., and it contains 96 pages of reading matter. It is ably edited by Professor Daniel Wilson, of University College. . . . The first number of the *Canadian Naturalist Geologist*, edited by E. Billings, Esq., of Ottawa, has reached us. In size and appearance it is similar to the *Canadian Journal*. The objects are also similar; why then not incorporate them? See advertisement on the last page. . . . Her Majesty, at the recommendation of the Premier, has conferred a pension of £50 on Miss Thomasina Ross, known for her long connexion with literature, and her admirable translations from the French, German and Spanish. It is also proposed to grant a pension of £100 to Samuel Lover—poet, musician, novelist and painter. . . . At a recent trial in Paris, between steel pen dealers it was stated that in the whole world there are but fourteen manufactories of steel pens, and that nine of them are at Birmingham, four at Bologne-sur-Mer, and one at Paris. . . . The *Scientific American* thinks that we must be on the verge of some new and great discovery in electricity. As to its capacity as a substitute for steam and other motive agents, the editor says that though attempts have

been made in that direction, it has not been able to compete with steam in an economical point of view, and has many difficulties to overcome before it can.

METEOROLOGY IN ALGERIA.

The French Government has just determined on establishing not fewer than twelve meteorological observatories in Algeria,—namely, at Algiers, Milianah, Teniet el Haad, and Orleansville, in the province of Algiers; Oran, Tiarct, Tlemcen, and Sebdu, in that of Oran; and Bona, Constantina, Babua, and Beskara, in that of Constantina. At the request of the government, the Academy of Sciences at Paris has drawn up a series of instructions as to the observations to be taken, and the time and manner of taking them in these new establishments. The Academy is of opinion that, for the present, it will be prudent to limit the observations to—1. Temperature and distribution of heat; 2. Atmospheric pressure; 3. Humidity of the air; 4. Rain, snow and hail; 5. Direction and intensity of the wind; and 6. The state of the sky, reserving observations on magnetism, electricity, &c., until a sufficiently numerous and experienced *personnel* shall have been formed. As to the time of taking the observations, the Academy desires that it shall not be merely every three hours during the day, as in most observatories, but that it shall be every hour, day and night. It also desires that the greatest exactitude possible shall be attained in taking and recording the observations. The Academy is of opinion that the taking of meteorological observations in Africa, the only part of the world in which they have heretofore been almost completely neglected, will be of great scientific importance. But it is said that instead of the twelve observatories proposed, five or six would be sufficient—three on the coast, at Algiers, Bona, and Oran, the remainder in the interior. In the course of the discussion to which the matter gave rise, it was stated that the tempest which caused such terrible disasters in the Black Sea last year, was felt, more or less, over the greater part of the continent of Europe, and that it was announced by telegraph to have reached Austria long before it got to Paris. This fact led to the remark that, when the system of electric telegraphs shall be more widely developed, and meteorological observatories shall be more numerous, it will be possible to announce at a great distance the approach of a storm, and so enable timely precautions against it to be taken.

PROGRESS OF ASTRONOMICAL SCIENCE.—Seventy-five years since the only planets known to men of science were the same which were known to the Chaldean shepherds thousands of years ago. Between the orbit of Mars and that of Jupiter, there occurs an interval of no less than three-hundred and fifty-millions of miles, in which no planet was known to exist before the commencement of the present century. Nearly three centuries ago, the immortal Kepler had pointed out something like a regular progression in the distance of the planets as far as Mars, which was broken in the case of Jupiter. Being unable to reconcile the actual state of the planetary system with any theory he could form respecting it, he hazarded the conjecture that a planet really existed between the orbits of Mars and Jupiter, and that its smallness alone prevented it from being visible to astronomers. But Kepler soon rejected this idea as improbable.

THE PLANETARY SYSTEM.—Comparing the magnitudes of the major planets, we find one, Venus, about equal to the earth; two, Mercury and Mars, considerably smaller; four, Jupiter, Saturn, Uranus and Neptune, each much larger than the earth, the volume of the largest, Jupiter, being more than 14000 times greater than that of our globe. The *surface* of the earth is to that of all the other planets, exclusive of the asteroids, satellites, and rings, as 1 to 258. The area of the solar surface is 48 times greater than that of all the known planetary bodies in the system, and more than twelve thousand times greater than that of the earth alone.—*N. Y. Com. Adv.*

ROSSE'S TELESCOPE.—Says a scientific writer:—To obtain some idea of the immensity of the Creator's works, let us look through Lord Rosse's telescope and we discover a star in the infinite depths of space, whose light is 3,500,000 years in travelling to our earth, moving at the velocity of twelve millions of miles in one minute. And behold God is there!—*Ibid.*

THE TRADE WINDS.—The origin of the trade winds at the surface of the earth is thus explained:—A number of natural agencies are at work to disturb the equilibrium of the atmosphere, and to give rise to ærial currents; among them the most important is the difference of temperature in different parts of the earth. The air within the tropics, constantly heated by the rays of our almost perpendicular sun, is rendered lighter, and is pushed upward by the heavier air North and South of this region. A current in this direction from each pole is thus produced at the surface of the earth,

while an opposite current toward each pole is generated by the rarified air which rises above the heated belt, and flows backward like water seeking its equilibrium. These currents, on account of the rotation of the earth, are not along the meridian, but those at the surface take a Westerly direction, while those above flow in an Easterly course.—*Ibid.*

WINDS IN THE NORTHERN HEMISPHERE.—Professor Coffin, of Lafayette College, Pennsylvania, in an elaborate scientific paper, says that there exist in the Northern Hemisphere three great zones of wind, extending entirely around the earth, modified, and in some cases, partially interrupted by the configuration and character of the surface. The first of these is the trade wind, near the equator, blowing, when uninterrupted, from Northeast to Southwest; this belt is interrupted, however, in the Atlantic ocean, near the coast of Africa, upon the Mediterranean sea, and also in Barbary by the actions of the Great Desert. The second is a belt of Westerly wind, nearly 2,000 miles in breadth, between latitude 35 and 60 North, and encircling the earth, the Westerly direction being clearly defined in the middle of the belt, but gradually disappearing as we approach the limits on either side.—North of this, there is another system of winds blowing Southwardly, from high Northern latitudes, and gradually inclining toward the West as it moves into a latitude of greater Easterly velocity.—*Ibid.*

A CONTRIVANCE FOR REMEDYING SMOKEY CHIMNEYS.—The following method for remedying smokey chimneys is recommended in the *London Critic*:—A revolving fan is placed vertically in the opening of a small, compact, moving cowl, fixed on the chimney top. The gentlest current of air sets this fan in motion, creating an upward draught in the chimney, preventing the return of smoke, gaseous vapors, &c., into the apartment, and also the falling of soot and rain.—*Ibid.*

A NEW THEORY ON FOSSILS.—A practical miner is writing in the *London Mining Journal*, to prove that fossils and rocks grow. He affirms that quartz grows in the Devon mines in a short space of time, and that the crystals draw their nutriment like vegetables, from the rocks on which they form. He does not believe, with the geologists, that the fossils found in rocks once lived on the surface of the earth, but says they invariably take the cleavage way of rocks, with the top of the plant upward, whereas, had they been buried by convulsions, they would have been lying in all positions. He finds as he thinks, that every rock produces its own species of rock plant.—*Ibid.*

Departmental Notices.

To Municipal and School Corporations in Upper Canada.

PUBLIC SCHOOL LIBRARIES.

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

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

SCHOOL MAPS AND APPARATUS.

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

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

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

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

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

[*Name.*] [*Seal.*]

We hereby authorise _____ to procure for us the _____ above mentioned, _____ in terms of the foregoing application. [*Name of Trustees, &c.*]

TO THE CHIEF SUPERINTENDENT OF SCHOOLS, TORONTO.

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

SPECIAL NOTICE TO TEACHERS.

Public notice is hereby given to all Teachers of Common Schools in Upper Canada, who may wish to avail themselves at any future time, of the advantages of the Superannuated Common School Teachers' Fund, that it will be necessary for them to transmit to the Chief Superintendent, without delay, (if they have not already done so), their annual subscription of \$4, commencing with 1854. The law authorising the establishment of this fund provides, "*that no teacher shall be entitled to share in the said fund who shall not contribute to such fund at least at the rate of one pound per annum.*" This proviso of the law will be strictly enforced in all cases; and intimation is thus early given to all Teachers, who have not yet sent in their subscriptions, to enable them to comply with the law, and so prevent future misunderstanding or disappointment, when application is made to be placed as a pensioner on the fund.

NORMAL SCHOOL.

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

EXAMINATION OF GRAMMAR SCHOOL MASTERS.

The next quarterly examination of Grammar School Masters will be held at the Normal School, Toronto, on the first Monday in April. Names of candidates to be sent in to T. J. Robertson, Esq., the Chairman of the Committee of Examiners, one week previous to the day of examination.

SCHOOL MANUAL FOR TRUSTEES, &c.

During the last month, a copy of the School Laws' Manual has been sent to each School Corporation and Local Superintendents in Upper Canada.

UNIVERSITY COLLEGE, TORONTO—NOTICE TO GRAMMAR SCHOOL MASTERS.

PROFESSOR KINGSTON proposes to give a course of LECTURES on METEOROLOGY, commencing on WEDNESDAY, the 26th instant, at 4 p. m.

His principal object is to furnish such information as may be generally useful to those who desire to cultivate the science both theoretically and practically. Special attention will be given to the observations, which the Head Masters of Grammar Schools are required, by the Provincial Statute, to take and register.

Particulars may be learned on application to Mr. Orris, at the College. Magnetic Observatory, March 13, 1856.

THE CANADIAN NATURALIST AND GEOLOGIST.

THE above named Magazine will be devoted to the Natural History and Geology of Canada and the neighboring British Provinces. It will contain—

1. Description of the Geological formations, rocks, minerals and fossils of those countries, illustrated by suitable wood or stone engravings.
2. Articles upon the natural history of the indigenous Quadrupeds, Birds, Reptiles, Fish and Mollusca, with accounts of their habits, instincts, and geographical distribution.
3. A record of discoveries in the sciences of Geology and Natural History.

It will be issued in numbers, six times in the year, in the months of February, April, June, August, October and December, each number containing from twenty to thirty wood cuts, and one or more lithographic, steel, or copper plates, according to circumstances. These will consist of original drawings from Canadian specimens or copies from the best published authorities. The six numbers of each year will form a book of 480 pages, with over 120 engravings and a glossarial index, which will accompany the last number of the year. Like most other periodicals, its contents will be in part compiled and in part original matter. The former will be selected from the best English, French and German works, and the latter will be founded upon materials collected in Canada by the subscriber. In this part there will be found descriptions and figures of many new and very remarkable species of extinct animals.

As the work is intended to be useful to young persons, all of whom ought to be well versed in the Geology and Natural History of their native country, the technical terms will be explained or translated in cases where it may be necessary.

TERMS—15s. per annum, payable in advance.

All communications to be addressed (post paid) to the subscriber.

E. BILLINGS.

Ottawa, 15th February, 1856.

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

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

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

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