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## CONTENTS OF THIS NUMBER.

	PAGE
I. UNIVERSITY INTELLECTUAL CHARACTERISTICS.....	65
II. EDUCATIONAL DEPARTMENT OF THE INTERNATIONAL EXHIBITION ...	68
III. PAPERS ON PRACTICAL EDUCATION—(1) The Laws of Childhood, (2) Rewards and Punishments, (3) The School-house an Index of the Pupil, (4) School Government, (5) The Best School .....	71
IV. PAPERS ON NATURAL HISTORY—(1) The Study of Nature—Object Teaching, (2) Flora of British North America, (3) The Tree Crop of Canada .....	72
V. PAPERS ON GEOGRAPHICAL SCIENCE—(1) The North Pole and the Esquimaux, (2) Recent Measurement of the Great Lakes, (3) Discovery of Gold in New Zealand .....	74
VI. BIOGRAPHICAL SKETCHES—No. 20. The Hon. Mr. Justice Connor, 21. The Hon. Captain Elmsley, 22. The Hon. Hollis Smith, M.L.C. 23. The Hon. Mr. Harwood, M.L.C. 24. Stewart Derbyshire, Esq. 25. Lord Saton (Sir John Colborne), 26. Sir James Outram, 27. Sir Geo. C. Lewis, M.P. ....	74
VII. MISCELLANEOUS—(1) The Three Robes, (2) Childhood's Prayer, (3) "I want to be an Angel," (4) How shall we Teach Politeness? (5) Proverbs worth Preserving, (6) A British National Anthem .....	76
VIII. SHORT CRITICAL NOTICES OF BOOKS .....	78
IX. EDUCATIONAL INTELLIGENCE .....	78
X. LITERARY AND SCIENTIFIC INTELLIGENCE .....	80

An attempt to bring together some obvious enough characteristics, moral and intellectual, of the great universities—Oxford, Cambridge, and Dublin—may not be without interest and utility. The task might not have been very difficult in the last century. Two representations have been given of university life at that period, one by Bishop Lowth, of excessive brightness; another by Dr. Vicesimus Knox, of repulsive blackness. Perhaps both were true from different points of view; but we fear that the master of Tunbridge School drew more from the life than the professor of poetry. Putting together our information from many quarters (such as "Gibbon's Autobiographies," "Gray's Letters," and "Swift's Life,") we should be inclined to say that Oxford was the most ignorant and bigoted, Cambridge the most drunken and brutal, Dublin the best instructed, yet most savage. At Oxford they drank most port-wine, at Cambridge most ale, at Dublin most spirits; at Oxford most bishop, at Cambridge most egg-flip, at Dublin most hot punch. At Oxford a vice-chancellor is said to have been unable to walk in the presence of royalty, when it honoured the university with a sudden visit, and we hear of fellows of Magdalen eating and drinking in disgusting rivalry until their stomachs touched the high table! At Cambridge dinner began at twelve o'clock, and drinking at two, with no particular time of cessation. At Dublin the fun seems to have been livelier, and the fighting more ferocious. Even then a few eminent men were always absorbing the better elements latent in the universities. At Cambridge Waterland pursued his theological studies with intensity of purpose and singleness of aim; the poet Gray is the central figure in a group of elegant scholars; Kirke White, the pure and gentle, was reading himself into his grave at a period when Oxford philosophy was represented by two questions in the first part of Aldrich, and Oxford scholarship by such an examination as Lord Eldon has reported. At Oxford, Adam Smith and Southey seem to have been unhappy; but Bishops Horne, Lowth, and Heber, Lord Eldon, and Jones, have spoken well of the place of their education. We are inclined to suppose that Dublin, during this period of darkness, must have been far in advance of her sisters. The fellows and scholars of that university always numbered a succession of eminent men in Church and State. The generous spirit of competition was never extinct, without which a university must soon become a pestilential moral swamp. The names of Berkely and Burke are the most conspicuous; but they by no means stand alone upon the roll of Trinity College.

## UNIVERSITY INTELLECTUAL CHARACTERISTICS.

*From the London Spectator.*

Lord Bacon has told us that one of the most valuable additions to true historical literature would be supplied by a constant series of *character*.

These characters in Bacon's opinion, belong to professions and institutions no less than to individuals; and in a continuous series of them, executed by competent hands, we might have valuable materials for such systems of sociology and ethology as Mr. Mill has shadowed out with a kind of prophetic obscurity—so far as they will ever be attainable by man.

It is admitted, in a rough and general way, that there are such distinctive characteristics chiselled into the very substance of men's natures in after life by the social and intellectual training of our several universities. This is felt especially by those persons whose station requires them to pass rapid and decisive judgments upon the characters of men, and in doing so to draw largely upon certain practical generalizations assumed as axioms. The great lawyer, the statesman, the dignified ecclesiastic, has pretty generally his own view of the kind of man likely to be formed by a particular university. An eminent prelate, now deceased, is said almost to have written over the portals of Fulham, "No Dublin man need apply." Among legal men a pretty general prejudice existed against Oxford up to a few years ago. At the present moment the veteran statesman, himself of Cambridge and Edinburgh, who knows public life so thoroughly, is supposed to consider an Oxford man, *cæteris paribus*, rather more likely to succeed in Parliament or diplomacy.

The beginning of the present century was distinguished by a marked revival of the academic spirit, especially at Oxford. Dr. Cyril Jackson first, afterwards a number of enlightened men, arranged the class list system. In so doing, with true English tact, they brought about, "no solution of continuity." They accepted the standard of intellectual training which had been traditional in Oxford since the Reformation, and which was accepted without question by all the superior minds in the place. Logic, the Aristotelian ethics, ancient history and politics, a knowledge, rather elegant and intelligent than critical, of the Greek and Latin poets, became the actual, as it had long been the ideal, standard of Oxford teaching.

It will readily be seen that this system accounts for much in the subsequent history of Oxford. Such a course as this, narrow indeed, but admirable in its narrowness, must create a habit of free thought. A man might have mastered it with exquisite thoroughness, and yet be grossly ignorant in the modern sense of the word. Yet he must have been strong in all his ignorance, ignorant perhaps of facts, but with a mind full of thought and principles. It will be remembered that this recognised current of academical education met with another current of traditional thought—The Anglican Church spirit. The air that blows over Magdalen Tower, as Sir Walter Scott says, has never been favourable to the growth of Puritanism. The Church movement at Oxford has been attributed to we know not what underhand Jesuitism. We rather believe that Newmanism was the birthday of philosophy at Oxford.

It is not ours to tread further upon this delicate ground. It is for stronger and subtler pens, in years that are still future, to trace the records of that new Port Royal in an opposite direction to its prototype, of which Dr. Pusey was the Jansen and Saint Cryan, Manning the Arnauld, and Newman—we were nearly saying—the Pascal. By the will of a king the plowshare was passed over the old Port Royal; by the will of a people, or rather, of God, the plowshare seems destined to pass, in a different sense, over the system which our sturdy Protestantism has been taught to identify with Rome. But history, always just, if always cold, will tell, in the one case, as in the other, of lofty spirits given to God with no grudging devotion; of minds which, from severe self-inspection, learned the secret of an ethical subtlety and refinement unmatched in modern times; of ambition, which might, in some instances, have carried no common power to no common elevation; but which, in pure love of Christ, stooped to the school and penitentiary, waiting through all misrepresentation and unpopularity—frowned upon by authority, and hissed alike by the vulgar and the free, for the impartial judgment of the day which is not man's. We have been carried at once beyond our strength and beyond our intentions. We must rapidly pass from cause to effects—from general principles to particular results.

The Oxford man a few years ago was, as we all know, mediæval, romantic, sometimes Romanising. If in orders, he restored and ritualized until he brought his parish about his ears. He was so ultra-conservative that Toryism stank in his nostrils, so ultra-orthodox that Mant and D'Oyly, King George the Third and the Protestant religion, were as much hated as the heretics of whom he read in Hooper and St. Augustine, and more despised. There is a wine of the sherry family, on which, when kept in an open cask, a sort of rosy film appears, and forms into buttons of vegetation, which, after twenty-four hours, disappear, but leave behind them a delicate and peculiar flavor. Something like this has been the intellectual influence of Newmanism on many of the best Oxford minds. It has passed away, but it has left a certain fine and indescribable flavor behind it. The restorer of churches would no longer go to the stake for a surplice or a lectern. He still loves the chastened splendor and the decent solemnity of the English cathedral. The constant reader, it may be occasional writer in the *British Critic*, the *Christian Remembrancer*, and the *English Churchman* has learned that Protestantism is something more than a *caput mortuum* of negation—that it has certain imperishable elements of spiritual life. The young lawyer or senator, to whom Spain or the Roman States looked something like the ideal of a Catholic theocracy, and Scotland something like the valley of the shadow of death, has since, perhaps spoken his burning words for Italian freedom, and listened with pleasure to the eloquence of a Presbyterian divine. The *Guardian* of to-day is much like the best of the papers which, ten years ago, it would have denounced as latitudinarian. Still stranger strange! The *quondam* idolator of Laud and Charles the First has become a Liberal—almost a Radical. A good deal of this may be due to Oxford impressibility. Oxford is the very Bethel of hero-worship; Newman first, then Gladstone, has been her idol for a quarter of a century. She is slow in admiring, but when she does, her admiration soon passes into superstition.

The Oxonian of fifteen or twenty years ago looked forward, in most instances, to a curacy and pupils. If rich, he had ideals which were constantly blossoming into Gothic brick and mortar—a church,

a college, a school, a penitentiary. Heaven only knows how much talent and self-devotion has been hidden under the close waistcoat of many who have passed from a first and a fellowship to a country living. At the present day the bar, India, Australia, the diplomatic service, the House of Commons, the counting-house, even the farm and the ship are gaining more from Oxford than the Church can attract. According to Voltaire's terrible epigram, the Holy Roman empire was neither holy nor Roman, nor yet an empire. Similarly the Oxford theological school is not theological nor Oxonian, and least of all a school. It is simply non-existent. And of the two great "schools of the English Church"—(formerly and justly so called)—one has now not much more to do with the Church directly, however much indirectly, than Eton has to do with the Horse Guards.

Cambridge, so much more traditionally Liberal than Oxford, as Macaulay has taken care to point out, is now decidedly more conservative. Its traditions were not theological, though it numbered Barrow and Waterland, Taylor and Bramhall, among its sons. But Laud and the non-jurors, Butler again, Jones of Nayland, Dr. Johnson ("respectable and insupportable," as a French writer most falsely calls him), Mant, Van Milant, Howly, Routh, the mild orthodoxy and quiet learning of the better English clergy were decidedly Oxonian. Contemporary Oxford has no theologians like Goodwin, Hardwich, Trench, and several others of Cambridge. Mr. Mansel and the clever young prelate who is now Archbishop of York are rather thinkers and speculators than divines properly so called. Mr. Mansel knows more of Aristotle and Kant than of biblical criticism or patristic learning, and Archbishop Thomson's Bampton lectures do not evince much acquaintance with any English theologian but Magee, or with any "father" but St. Anselm, and that only in a single treatise.

The best characteristics of the respective universities on their strong side seem to us to be as follows. If a young man aspires to be a man of science or a mathematician, he will of course seek Dublin or Cambridge. If his talent is for minute criticism of the classics, Cambridge must once more bear the palm. If he desires to know moral science extensively, he will enter Dublin; if analytically, at Cambridge; if synthetically, at Oxford. If he would prepare for a public examination, we have little doubt that Dublin would pay best. To develop the faculties harmoniously, to give subtlety of thought and elegance of expression, to bestow at once classical form, logical acuteness, and ethical refinement, is the glory of Oxford. For a clergyman, Cambridge or even Dublin is now to be preferred. For a lawyer, all three are perhaps equally good. For a tutor, or schoolmaster, simply as a general "grinder" or "coach," Dublin is unrivalled. For a man of letters, Oxford is slightly in advance of Cambridge, and much before Dublin. For a statesman Oxford is the best school of the three.

Each university has also a weaker side. An Oxford man is not rarely "viewy," sentimental, conceited, and unpractical—at the mercy of extreme theories, like the unhappy knights-errant who have followed Newman and Comte. He may be ignorant of elementary mathematics, and incapable of understanding the Newtonian system. A Cambridge graduate is not seldom sharp, self-sufficient, and narrow. A Dublin man is pretty frequently provincial in thought as well as accent, given to what English young men call "bumptiousness," and peculiarly liable to accesses of political and religious fanaticism. The Oxford man at his worst is a prim and conceited *dilettante*,—at his best, a large and liberal thinker. The Cambridge man at his worst exhibits stupid contemptuousness or algebraical pedantry,—at his best he is a cyclopedic scholar like Whewell, a highly cultivated gentleman like Herschel, a finished writer like Trench. The Dublin man at his worst is a vulgar preacher or a bigoted anti-Maynooth agitator; but the good specimens of Dublin education are of first rate excellence. Oxford and Cambridge would be proud of thinkers like Arthur Butler, of writers like Bishop Fitzgerald, of lawyers like Cairns, of orators like Whiteside and Plunket.

## II.—THE EDUCATIONAL DEPARTMENT OF THE INTERNATIONAL EXHIBITION.—REPORT OF THE JURY.

### GREAT BRITAIN AND ITS DEPENDENCIES.

**ENGLISH COLONIES.**—The attention of the Jury has been necessarily attracted by the remarkable evidence afforded in the Exhibition, of the growth of several English colonies in wealth, in population, and in enterprise. In so far as Class XXIX. is concerned, the objects exhibited in the Colonial Department are chiefly collections illustrating the *flora* of particular districts, or classified collections of their animal and mineral products. Some of these collections are as meritorious for their scientific arrangement as they are interesting for their commercial importance, and for the promise of material prosperity which they afford. Medals have

been awarded to the Colonial Committees, by whom these collections have been prepared, in Jamaica, in New Brunswick, in South Australia, and in British Guiana. But it has been especially gratifying to the Jury to notice that in several remarkable instances, public instruction has progressed *pari passu* with the development of commercial resources, and that in one or two of them, the amount of zeal and care devoted to the intellectual culture of a rising colony has greatly exceeded that which is exhibited in many older countries.

A notable example of this is to be found in the Colony of VICTORIA. In the court devoted to the display of the products of that Colony, there is a large volume, every page of which is of vellum, illuminated with singular taste and skill, and presenting almost as great a variety of design as is to be found in the most elaborate missals of the middle ages. This volume, the production of a number of colonial artists, contains the latest statistics of the colony; and from it, and the information kindly furnished by Sir Redmond Barry, the Commissioner for Victoria, it appears that the population amounted in 1836 only to 177 persons; in 1851 it had reached 77,445, and had increased in 1861 to the number of 540,322. Primary and secondary instruction is for the most part given under the denominational and national school boards. In 1851, the total number of schools was 129, and of scholars 7,060; in 1861, the schools were found to have increased to 886, and the scholars to 51,668. The cost of sustaining these schools is defrayed partly by the Government (which contributed, in 1860, no less a sum than £110,155), and partly by school fees and voluntary contributions, which amounted to £61,402. It is believed that there are a few of the Victorian children who do not acquire some degree of scholastic instruction; and very vigorous efforts are being made by the various denominations and others to secure a system, at once just, firm, and economical, that shall furnish for every child in the community capable of securing instruction, a good intellectual, moral, and religious education. All the religious denominations have Sunday-schools; and night schools have been established for adults in various parts of the colony. There are mechanics' institutions and philosophic and literary societies to the number of nearly fifty in Melbourne and its suburbs alone. A magnificent building, photographs of which are exhibited in the Victoria court, was erected in 1856 in Melbourne, at a cost of £36,000, and opened as a public library. In 1860, it contained 22,024 volumes, classified and arranged on a plan designed to promote systematic study, and it received no less than 162,115 readers. A University has also been founded, which in the course of six years has also made considerable progress. During the last year it had thirty-six matriculated students, fifty-three attending lectures in law, and fifteen in attendance at the civil engineering and surveying classes. The scheme of academical instruction prescribed to candidates for degrees is very comprehensive, and the examinations, as far as may be gathered from the papers and documents displayed at the Exhibition, are of a very high and severe character.

In Upper and Lower Canada, education, though carried out under social conditions of exceptional difficulty, receives a large share of public attention. The Jury have had great satisfaction in distinguishing by a medal the services of the Hon. P. J. O. Chauveau, to whose personal influence and energy much of the success of the methods of primary instruction in the colony is due. They have had before them copies of the *Monthly Journal of Education*, which is circulated from Montreal among the teachers and school managers, and which is filled with matter of a practical and professional kind. The colony produces many of its own school-books, among which may be mentioned *Lovell's General Geography*, a trustworthy and attractive manual, remarkable for its clear arrangement, and for the fulness of its illustrative and statistical contents.

Professor H. Miles, the Commissioner for Canada, furnishes the following interesting details respecting the state of education in that country:—

"Education in Canada is subsidised, inspected, and in a great part controlled, by the Government. A provincial superintendent of education, and a staff of clerks, &c., form an education bureau for each of the former provinces of Upper and Lower Canada. The school laws in both are the same in their more important features, but differ in details—differences being necessary to adapt them to the wants and usages of the two races which inhabit Canada. In Upper Canada, there are five Colleges with the rank and privileges of Universities. An effort is now being made to fuse them, or adopt a common curriculum and common standard of examination. Toronto University is under direct Government control, enjoys a large provincial endowment, and is not under the control of any religious body. The others are under the control of several Churches. In Lower Canada, there are three Colleges with University rank—viz.: McGill College, Montreal, under the control of no religious body; Bishop's College, Lennoxville, belonging to the

Church of England; and Laval University, Quebec, under the control of the Roman Catholic Church. The first of these had, in 1860, 213 students in the schools of art, medicine, and law; the second twenty-three in arts alone. Laval, not receiving any grant from the public exchequer, nor submitting to the control of the superintendent, furnishes no return. Next in grade in Lower Canada are ten classical colleges, or high schools, with 1,896 pupils; and fourteen industrial colleges, with 2,333 pupils. The Universities received in that year \$5,234, or a little over £1,000 *stg.*, from the provincial exchequer; the classical colleges, \$14,258, and the industrial, \$8,090. Besides these, more than 230 academies and model schools are returned, with a number of pupils in each ranging from 12 to 133, giving a very large aggregate attendance, and receiving \$41,816 in aid. In many of these latter, the education is mixed—classes being taught everything, from the elements proper to an infant school, up to the classics and mathematics necessary to matriculate at the University. In Upper Canada, the higher part of the work is more strictly apportioned to the grammar schools. For the common schools, the provinces vote annually a fixed sum to be distributed by the provincial superintendents, who annually report their proceedings to Government. The share of the grant falling to each municipality is handed over to it, subject to the condition that it will tax itself to an equal amount; and the perfect representative municipal institutions of the country make the levying of this rate upon the property a very simple matter. The same machinery is employed as that created to provide means for the making and support of roads and bridges, and other local improvements. In Lower Canada, the distribution is based on the annual census of the children between the ages of seven and fourteen years; in Upper Canada, upon the last decennial census of the total population. In Lower Canada, each school of fifteen scholars, kept open for eight months, receives its allowance. In Upper Canada, each receives in proportion to the length of time it is kept open. But the people in neither province have been content with raising just enough by local rates, or voluntary subscriptions, to meet the grant. In 1860, the sum actually distributed by superintendents among the common schools of Lower Canada was only about \$116,000; but against that the people raised by local rates \$238,364; as monthly fees, \$249,717, and as assessment for the erection and repair of school-houses, \$15,771—making a total of \$503,853, or more than four times the amount of the direct grant. The grants being nearly stationary from 1853 to 1855—in fact rather reduced by funds devoted to annual schools, &c., in the later years—these contributions steadily increased from 1853, when they only amounted to \$165,848, to \$249,136 in 1855, \$459,396 in 1858, and \$503,850 in 1860. During the same period—1853 to 1860—the number of schools increased from 2,352 to 3,264, and the pupils from 108,284 to 172,155; the population being in the latter year 1,111,566. We cannot furnish the same statistics for Upper Canada. But with a grant slightly larger than Lower Canada, based upon its larger population in 1852, that portion of Canada spent in 1859, upon its common schools, upwards of \$1,100,000, or nearly one dollar per head of the entire population.

"For the training of teachers, there have been established one normal school in Upper Canada, and three in the Lower Province. One of these three is connected with Laval University, one with McGill, and one is under the more immediate control of the superintendent himself. They were only established in 1857—at that time in Upper Canada having been in operation several years previously. In 1860, the Lower Canada schools had 102 male and 126 female teachers in training, and had granted diplomas for academies to four male pupils; for model schools to 134 (sixty-one male and seventy-three female); for elementary schools to 181 (fifty-six male and 125 female)—in all to 319 teachers. The teachers previously employed were very generally ignorant of the best methods of imparting instruction, in many cases ignorant of the subjects they professed to teach. Year by year a marked improvement is visible in this respect; a higher qualification for licenses to teach being more and more insisted on.

"In each province, there is a council of public instruction to advise the superintendent in certain matters, and specially to determine upon the school-books to be used in the public schools. By this means, uniformity and system are gradually being introduced into the teaching, and books published in the United States, which necessarily give prominence to the interests of that country, are gradually being superseded.

"To assist the superintendent, there are appointed salaried inspectors of schools in Lower Canada, who visit and examine the schools within their respective districts periodically, and report annually to the superintendent. In Upper Canada, there is a county superintendent in each county to perform this office.

"In Lower Canada, the immediate control of the schools is vested in commissioners for each parish, township, village, town, or city municipality having charge of all the schools in it. In Upper

Canada, there are trustees elected for each school district, or district set apart by the municipal council as entitled to a school within its limits.

"In both provinces, the authorities may make arrangements for religious teaching in the schools, but no pupils need stay to receive it whose parents object. Provision is also made, that wherever a certain number of persons dissenting from the religious views of the majority desire it, they may establish a separate or dissentient school, elect special trustees for it, and receive their share of the Government grant, and of the proceeds of local taxation."

ENGLAND AND WALES.—It is impossible to furnish, respecting the state of public instruction in Great Britain and Ireland, any figures approaching in symmetry and completeness to those which have been given for other countries. It is very much to be regretted that at the recent census of 1861, no returns as to the state of education of the people were obtained, although in 1851, statistics of great value were collected on the subject. The action of the State upon education is very partial, extending only to 10,900 schools, and the number of endowments and other agencies and influences devoted to the support of schools is not very large, but so varied as to be incapable of easy estimate or classification. Nevertheless, in 1861, sixty inspectors appointed by the Government were employed in visiting schools, and in holding examinations. They found present in the schools, 1,028,690 children, 8,069 certificated teachers, and 15,498 apprentices or pupil-teachers. Of the schools or departments, 2,281 were for boys only, 2,260 for girls only, in 4,739 boys and girls were instructed together, 1,620 were confined to infants (children under seven years of age.) Of the children, 566,333 were males, and 462,357 were females. The inspectors also visited thirty-nine separate training colleges, occupied by 2,869 students in preparation for the office of schoolmaster or schoolmistress. In December last, these students, and 2,782 other candidates, were simultaneously examined for the end of the 1st, 2nd and 3rd year of their training, or for admission, or for certificates as acting teachers. The inspectors also visited 442 schools for pauper children, containing 32,481 inmates, and 58 ragged or industrial schools, containing 4,411 inmates. The total sum expended in the year was £813,441, which was :

	£	s.	d.
For building, enlarging, repairing, and furnishing elementary schools .....	99,506	15	4
For building, enlarging, repairing, and furnishing normal or training colleges .....	6,945	0	0
For providing books, maps, and diagrams .....	5,767	10	7
For providing scientific apparatus .....	244	8	8
For augmenting salaries of certificated schoolmasters and schoolmistresses .....	121,627	7	8
For paying salaries of assistant teachers .....	8,701	0	1
For paying salaries of probationary teachers .....	8,009	11	8
For paying stipends of pupil-teachers, and gratuities for their special instruction.....	301,826	10	9
For capitation grants .....	77,239	15	11
For grants to night-schools.....	2,192	8	9
For grants for teaching drawing.....	2,253	5	0
For annual grants to training colleges .....	101,865	13	1
For grants to reformatory and industrial schools ...	9,311	9	3
Pensions .....	785	3	4
Inspection .....	44,143	2	10
Administration (office in London) .....	19,168	3	0
Poundage on post-office orders .....	2,875	7	3
Agency for grants of books, maps, and diagrams ...	999	3	4
<b>Total .....</b>	<b>£813,441</b>	<b>16</b>	<b>0</b>

It is to be remembered that the sum thus administered by the Committee of Council aids but does not in any case wholly maintain schools. The Government does not originate any school, nor insist on the establishment of one by local authorities, even when the fact of educational destitution is most apparent. It neither appoints teachers, nor has the power to remove them. It does not publish school-books, nor even prescribe or recommend any in preference to others. Except in the case of factory operatives, there is no law which even indirectly makes school attendance compulsory. The fundamental rule of State action in England has ever been to help, to stimulate, and to direct voluntary efforts, but not to supersede them. Hence the organisation of the great voluntary societies has been largely utilised by the Government. In 1836 its grants took the form simply of contributions to the greatest of them; and since 1846, the year in which the operation of the present Minutes of Council commenced, it is through that organisation mainly that it places itself in communication with the schools. Although the inspectors are nominated by the Crown, these societies have practically a veto on their appointment. The training colleges are also founded and directed by the voluntary efforts of societies, though inspected

and largely subsidized by the State. The manner in which the grant is distributed is shown in the following return for the year 1861 :—  
To schools connected with the—

Church of England.....	£495,471	0	0
British and Foreign School Society.....	78,358	10	11
Wesleyan schools .....	37,775	5	1
Roman Catholic Schools (England and Wales)...	32,786	19	9
Parochial union schools.....	1,174	3	4
Church of Scotland.....	53,398	16	0
Free Church .....	38,829	17	4
Episcopal Church (Scotland).....	6,052	18	1
Roman Catholic schools (Scotland) .....	2,408	8	5

*Educational Societies in England.*—By far the largest and most important of the educational societies in England is the *National Society for Promoting the Education of the Poor in the Principles of the Established Church throughout England and Wales*. It was instituted in 1811, and received a Charter of Incorporation in 1817.

The number of schools in union with the Society is 11,909, with 1,119,730 scholars. Most of these schools have been aided by grants from the Society. A total of 8770 teachers have been trained in the Society's own training institutions. Since the establishment of the Society it has distributed no less a sum than £761,931, which has been expended as follows :—

For building and fitting up school rooms and teachers' houses .....	£372,372	9	8
Building metropolitan and diocesan training institutions .....	55,749	8	5
Maintaining metropolitan and Welsh training institutions, and for exhibitions .....	223,592	17	3
Inspection and organising of schools .....	9,508	8	4
Establishing and supporting metropolitan and provincial depositories of school-books and apparatus .....	11,038	5	9
Grants for school-rooms and apparatus .....	2,175	0	8
Conducting inquiries as to the state of Church of England Schools.....	3,001	11	8
Attendant on diffusing general information, raising and disbursing funds, &c.....	84,535	12	7
The total sales in the Central Depository since its commencement amount to.....	219,900	0	0
The last year's sale was upwards of.....	26,000	0	0

The training colleges of the Society are at Battersea, St. Mark's, Chelsea, and at Whitelands. Diocesan Training Colleges, though not actually maintained or superintended by the Society, are conducted on its principles, and mainly furnish teachers for National Schools. They are situated at Highbury, Cheltenham, Chester, Durham, Exeter, Salisbury, Chichester, Culham, (Oxon), Peterborough, Norwich, Warrington, York, and Hockorill.

The *British and Foreign School Society* was founded in 1808, and took its rise from some efforts which were made by Joseph Lancaster to provide instruction for large numbers of the poor in Southwark. By the establishment of a large model or central school, and by admitting to it, in great numbers, persons who desired to become teachers of the poor, this Society recognized the importance of special preparation for the teacher's office, many years before any training colleges existed in the country. It has now nearly 2000 schools in connection with it. It sustains in the Borough Road one training or normal college for 100 young men, and one at Stockwell, near London, for 100 young women; another training college for North Wales has recently been established at Bangor, on the Society's principles. By instruction given to missionary-schoolmasters, by grants of school materials, and in other ways, it has largely contributed to the establishment and maintenance of schools in many distant parts of the world. Its principles are comprehensive, and it is not in any sense a dissenting or a denominational institution. The Holy Scriptures are daily read and taught in its schools; but no catechism is used, and all polemical teaching on points respecting which the various bodies of Christians are divided, is discouraged by the Society. During the year 1861, its income amounted to £20,477, and the number of schools inspected by its own agents to 1157, while 82 grants of school materials were made to poor schools in England, in the colonies, and abroad.

The *Home and Colonial School Society* was founded in 1836. It educates, in its training institution, teachers of different religious denominations, holding the fundamental truths of the Bible. A large majority of its students are, however, members of the Church of England. The Society has been specially successful in the training of teachers for infant schools, and devotes special care to the development of the best methods of instruction in this department. There are now upwards of 200 female students constantly attending the course of instruction.

The majority of those for older children are trained under the

Government Minutes of August and December, 1846, and 20th August, 1853; and those for infant schools under the Special Minute applicable to teachers of these schools, dated April 24, 1857.

About 3000 teachers, for home, colonial, and foreign service, have already received the benefit of the institution. In the schools of the Society 700 children are collected from a very poor and neglected neighbourhood. In the model infant school the average number of children is 160. The juvenile school consists of boys and girls, and the attendance averages 140. A mixed school has been added to the establishment; it is a combination of the infant and juvenile schools, and contains 130 children of both sexes and all ages. It occupies one room, and two class rooms, and is intended as a model of such a school as may be established in a small parish where only one can be maintained. The building is new, and very complete. Another most important and essential part of the establishment is its practising schools and galleries. When the students have seen, in the model schools, the plans of teaching and government adopted by the Society, they are required themselves to carry them into practice, and for this purpose a small supplementary school or gallery is in turn committed to the charge of each of the students.

Each of these three great institutions appear as an exhibitor in Class XXIX.; and the Jury have pleasure in acknowledging the ready zeal and the cordial unanimity with which their respective authorities sought to promote the objects of the Exhibition, and to carry out the suggestions of the National Committee. The collection of the National Society (5498) is especially rich and complete. It comprises a beautiful set of illustrations, in miniature models, of the fittings and furniture suited to a National School; besides examples of the books, the tabular lessons, the models, the maps and slates, and other apparatus employed in teaching, and a great variety of wall-pictures and other devices for promoting the adornment and the cheerfulness of a school room. The British and Foreign School Society (5458) exhibits a collection of similar articles, a large and beautiful drawing of its new training college at Stockwell, recently erected at a cost of nearly £25,000, and many of the latest and most improved expedients used in the teaching of reading, arithmetic, and drawing. In the space devoted to the Home and Colonial School Society (5482), there is a model of the practising school, and of the exercise and playgrounds attached to it; besides a classified collection of objects illustrative of common manufactures, and of household implements and duties. The Jury cannot forget that the production of school materials is the smallest part of the services which these three great institutions have effected. The number of books actually published by them is comparatively small; their chief labour has been devoted to the production of that which is incapable of exhibition—to the training and discipline of the Christian teacher, and to the development of those principles and methods without which all mechanism is a very barren and useless thing. The Jury have desired to mark their estimation of these services, as well as of the articles exhibited, by the award of a medal to each Society.

*Normal Training in Great Britain.*—It is worthy of record here, that the curriculum of instruction for teachers, which is carried out, not only by these societies, but in the training college of the Wesleyan Education Committee, and in other institutions which are not represented in the Exhibition, is higher and more extensive than that adopted in training of the primary teacher in any Continental State. The two years' course, which is now generally insisted on, constitutes by no means the whole of the professional preparation which an elementary schoolmaster in England obtains. It usually follows a five years apprenticeship as a pupil-teacher in an elementary school, and is designed to supplement and to complete the training and the scheme of study which have been carried on in that period. The requirements prescribed by the Government for a certificated teacher include, not only an ample and accurate knowledge of the subjects usually taught in schools, but also a course of instruction in the science and the art of education, and some acquaintance with English literature, with the principles of language, with the elements of Latin, and with some branches of physical science and the higher mathematics. Recent discussions have proved that it is the desire of the educational Societies to maintain this high standard; and that, while very sensible of the importance of securing thoroughness and practicalness in the teaching of elementary subjects, they are anxious to encourage their teachers, both to acquire for themselves, and to impart, even in the humblest village school, information as abundant, and culture as extensive, as the circumstances will permit.

The only institution for the training of teachers which is not in connection with the Government, is the *Congregational Board of Education*. It is represented in the Exhibition by an interesting collection of books, educational prints, lessons, and other publications. This Board was instituted in 1843. It is constituted to promote popular education, partaking of a religious character, and

under no circumstances receiving aid from public money administered by Government.

The chief objects of the Board are—1. The training of teachers of both sexes, of decided piety, and possessing suitable qualifications as teachers of infant and juvenile day schools. 2. The establishment or aiding of schools in poor districts, by grants of money, books, or otherwise. 3. The inspection of schools. 4. The advancement of education by the Press, by public meetings, and especially by the adoption of all practicable means to deepen in the minds of parents a sense of their responsibilities, and to induce them to regard the instruction of their offspring as a work which duty and interest urge them to perform. Since its establishment, the Board has trained 457 teachers.

It is computed that, in the year 1858, there were 2,552,000 children under instruction in the day schools of England and Wales, of whom 1,692,000 were in public, and 860,000 in private schools. This gives 1 in 9.65 as the proportion of the whole population under instruction, a proportion exceeded only in Europe by that of Prussia, where it reaches the high number of 1 in 1.27. The private schools are in no way under the supervision of the State, and at present no law analogous to the Medical Registration Act forbids an unlicensed or unqualified person to open a school. Moreover, English institutions do not at present furnish any provision for the systematic training of any teachers but those of elementary schools for the children of the poor; and the professional instruction which is accessible in the normal colleges to the candidates for masterships in elementary schools, cannot be obtained by the private teacher, however desirous he may be to obtain a knowledge of method, or to secure from some public body a certificate of his fitness to teach. Nevertheless, the last ten years have witnessed two or three movements, the incidental influence of which, on the middle-class schools, has been most salutary, and has produced a visible improvement. The establishment of examinations as the only avenue to the Civil Service of the Crown; the opening of many important posts in the Indian Service to public competition, and the system of Oxford and Cambridge Examinations for youths who have completed their school life, but are not members of the Universities, have done much to stimulate the energy of the teachers, and to improve the quality of the instruction in middle-class schools. The great importance of evening schools and institutes for the instruction of young persons who have left the day schools of adults, has of late years strongly pressed itself upon public attention. The Jury regret that they had not before them, in any formal shape, the programmes and schemes for the education and examination of adults which were specified in the list drawn up by the National Committee, and circulated by the Royal Commissioners. Especially they regret that they had not before them the programme of the examinations instituted by the Society of Arts. That Society's union of institutions for the instruction of adults was established in 1852, on a plan suggested by Mr. Harry Chester. Its educational examinations were first held in London in 1856. In 1857 they were held in London and Huddersfield. In 1858 they were held in thirty-nine, and in 1860 in sixty-three different places; and in 1861 and in 1862, in eighty-two different places, under the superintendence of local boards affiliated to the Society of Arts in England, Wales, Scotland, and Ireland. These local boards generally include the principal friends of education in the neighbourhood, the municipal and other local authorities, and influential persons representing all the neighbouring educational institutions. The Society awards certificates of three grades, and prizes of money and books. That true friend of education, and of every other good thing, the lamented Prince Consort, President of the Society of Arts, established a prize of twenty-five guineas annually, for the candidate who should be most successful in these examinations in the current and three last preceding years, and Her Majesty the Queen has taken upon herself to continue this "Prince Consort's Prize" for the future. In 1862, 1,217 papers were worked by 815 candidates, 668 of whom received 942 certificates, and 147 failed to pass. The examinations are open to all persons, of both sexes, not under sixteen years of age. There are twenty-nine subjects of examination, and twenty-nine examiners, men of the highest distinction. Among them are our colleagues the Rev. B. M. Cowie and the Rev. Samuel Clark, and also Professors Sylvester, Hall, Bartholomew Price, Goodeve, Williamson, Dr. Lindley, Messrs. Neate, M. P., Hughes, Pearson, Mariette, Bernays, and Bradley, the Bishop of Gloucester and Bristol, the Dean of Hereford, Dr. Temple, Mr. Hullah, &c. No candidate can be examined in more than four subjects in the same year. Many young men persevere year after year, adding certificate to certificate. A certificate of the first class with the 1st prize for English literature, and a certificate of the first class for English history, were taken this year by a female candidate aged eighteen. Every candidate for examination must have undergone a previous or sitting examination by a local board; and a "Central Committee of Educational

Unions" has recently been formed at the Society of Arts, to conduct similar examinations for candidates under sixteen. These last examinations were first held this year at forty-three different places; 425 candidates were examined, 227 received certificates. The examinations instituted by the Society of Arts attract annually a greater number of candidates, who are chiefly young people engaged in business or labour, and connected with mechanics' institutions, and evening classes. Their effect in promoting efforts for self-improvement among this important class has been very great. Nominations to compete for clerkships in the public service have been placed from time to time at the disposal of the Society of Arts, to encourage the candidates who have succeeded best in these examinations. To the late Mr. John Wood, to Earl Granville, and also to the Earl of Derby, and to Lord Palmerston, the thanks of the friends of education are due for this wise liberality. No young man thus nominated has failed to succeed in the competition, and the conduct of those who have been appointed has been all that could be desired.—*Educational Times*.

### III. Papers on Practical Education.

#### 1. THE LAWS OF CHILDHOOD.

[The following admirable Paper was read by Miss M. E. M. JONES, late of London, at the Convention of Educators called at Oswego, N. Y., some months since, to examine and test the system of "Object Teaching," so successfully introduced into the Public Schools of that city, through the energy of Mr. Sheldon, the Superintendent, and under the instructions of Miss Jones.\* The article is the best and most instructive thing on the philosophy of Pestalozzian or natural method of teaching that we have seen]:

The merit of the Pestalozzian system is, that, recognizing the character of children, it adapts itself to this, doing invariably and systematically what all good parents and teachers do often and intuitively.

Pestalozzi recognized the nature of a child as threefold: physical, mental and moral. He demanded that this nature should be aided in developing itself, simultaneously, harmoniously and progressively. He noted the three-fold characteristics of this three-fold nature, and said: "The chief characteristics of a child's physical nature is activity; of his intellectual nature, love of knowledge; of his moral nature, sympathy. No educational system can suit him unless it works by these.

I. Activity is a law of childhood. Its abuse produces restlessness, love of mischief, etc. It were not too much to demand that the number of hours devoted by growing boys and girls to physical exercise, in some shape or other, should equal those devoted to intellectual exercises. This the teacher cannot secure. She can, however, insist (as a necessary condition of work) that her pupils shall have two recesses in the morning and one in the afternoon, each twenty minutes long; that during the time of recess they be not constrained to quietude; for children, unless asleep, cannot rest without they play, and they cannot play without making a noise; that they shall sit and stand alternately; that they shall have physical exercise between each lesson, unless singing or recess intervene, and that the remainder of the time be honestly occupied in school work. It is really a sad sight to see young children permitted neither to work nor play, but kept in their seats for two or three hours, under pretence of studying. Were schools instituted for the purpose of training little ones to the love of mischief and to idleness, they could hardly adopt better means to secure such an end. To divide a school into two sections, to take each alternately, and, while teaching one, to provide the other with something to do (the doing of which is to be tested), as copying printed columns of words, arranging patterns of forms and colors, weighing, measuring, working number exercises on slates or blackboards, drawing the school room to scale, reproducing on their own slates lessons in spelling or language—all this requires not only the necessary apparatus, but training, energy and moral influence on the part of the teacher. It is easier, to be sure, to remain in one's seat, calling up one class at a time, and hearing these read and spell in turn, while the rest are commanded to "keep studying."

Now that another method of keeping school is introduced consistently with the greater energy expended by teachers and children, the number of school hours ought to be diminished. It has been amply proved that the children of the Home and Colonial Schools, London, now attending school during five hours, make greater progress than they formerly did in six.

I shall not be surprised to find the number of hours reduced to four. Edwin Chadwick, J. Currie, and other educators, who can speak as having authority, declare that more than four hours in the

day cannot advantageously be spent in school by children less than eight years of age.

Even in the case of elder children, I should not be inclined to add to the four hours; but I would diminish, and at length dispense with the intervening physical exercises, recesses, etc. Gymnastic and drilling are good, but these can have another time set apart for them; and as soon as the scholar is able to work alone, he should be required to spend at first twenty minutes, and ultimately, perhaps, two hours in the performance of an appointed task, not merely in preparation for recitation, but in writing exercises, and in the reproduction of the oral lessons he receives from his teacher, etc.

To make these oral lessons worth recording—indeed, to insure them as being of any value at all—they must be well prepared. Much, if not all the time gained by the teacher will be devoted to this. In Germany or England, a trained teacher (and untrained teachers are not recognized) would no more think of addressing her pupils without preparation, than a lecturer his audience, or a minister his congregation.

II. *Love of knowledge* is a law of childhood. The abuse of this produces idle and impertinent curiosity. It is a simple fact that the appetite of a child for knowledge is as keen as his appetite for food. If we say we find it otherwise, it is because we give him words when he knows not what they express; signs when he knows not what they symbolize; the husk instead of the kernel; or if, indeed, the kernel is there, he cannot get at it through the shell. The maxims laid down by Pestalozzi for the training of children are as follows:

"1st. Reduce every subject to its elements. One difficulty at a time is enough for the mind of a child, and the measure of information is not what you can give, but what he can receive.

"2d. Begin with the senses. Never tell a child what he can discover for himself.

"3d. Proceed step by step. Take not the order of the subject, but the order of nature.

"4th. Go from the known to the unknown, from the idea to the word, from the signification to the symbol, from the example to the rule, from the simple to the complex."

Formerly we reversed all these rules. Our usual plan of teaching children to read and spell is a good example of their violation. Let us, on the contrary, follow these rules, and we ascend

From Form to Geometry;

" Place to Geography;

" Weight to Mechanics;

" Size to Proportion in Drawing and Architectural Designs;

" Numbers to Arithmetic and Algebra;

" Colour to Chromatography;

" Plants to Botany;

" Animals to Zoology;

" Human Body to Physiology;

" Objects to Mineralogy, Chemistry, &c.;

" Actions to Arts and Manufactures;

" Language to Grammar.

With reference to this ascent, Pestalozzi noted

First—The order in which the faculties are developed with respect to one another; and,

Secondly—The order in which each develops itself with respect to its objects:

1. First, the Perceptive Faculty;

Secondly, the Conceptive Faculty;

Thirdly, the Reasoning Faculty.

2. In the exercise of the Perceptive Faculty, the perception of likenesses precedes the perception of difference, and the perception of difference perceptions of order and proportion.

In the exercise of the Conceptive Faculty, concepts of things physical precede concepts of things imaginary, and concepts of things imaginary concepts of things metaphysical.

In the exercise of the Reasoning Faculty, the power of tracing effect from the cause is based, chiefly, on the perception of order; the power of tracing analogies on the perception of likeness; the judgment on the perception of difference.

III. *Sympathy* is a law of childhood. Pestalozzi argued that young children cannot be governed by appeals to conscience, veneration, or the love of the beautiful, because in them these sentiments are not yet developed. Still less are they governed by the excitements of emulation, as commonly understood, or of fear. True, the principle of emulation exists in the child, and a wise teacher will appeal to it, not with reference to his class fellows, but to his task. The lesson, and not the school mate, is to be overcome. The latter is to be recognized, not as an antagonist, but as a fellow worker. The prize of success is not for one, but for all.

The principle of fear, too, exists in the child. It is right that he should be afraid to incur the displeasure of his teacher; but the fear of bodily pain merely is the lowest of all motives. It is hardly possible to cultivate the conscience of a child who is brought up under its influence; for, if he do right from fear alone, he will cer-

\*Many of the Object Lessons and other illustrations used by Mr. Sheldon were obtained by him at the Educational Depository, Toronto.

tainly do wrong whenever he judges he has a chance of doing it undetected. This every one knows.

Concerning fear and emulation, as employed by unwise teachers, Pestalozzi wrote: "Moral diseases are not to be counteracted by moral poisons." He maintained that very young children were to be governed by *sympathy*; that the teacher can and does communicate her own spirit to the scholars. "Do and be," said he, "what you wish your children to do and be." Work with the will, and not against it.

Furthermore, he showed that this sympathy, as a motive to action, must be gradually superseded by the *rule of right*, so soon as the children are able to recognize the latter; for all good government tends to self government—all good education in childhood tends to self education.

May the children of our schools progress from suitable impressions to befitting habits; from good feelings to right principles; from submission to the impulse of fear to obedience to the dictates of conscience; from the love of friends to the love of God.

## 2. REWARDS AND PUNISHMENTS.

From "Education, or Principles of Christian Pedagogy."

BY L. F. F. GAUTHEY,

Director of the Normal School, Courbois, near Paris: formerly Director of the Normal School, Canton Vaul, Switzerland.

The rules imposed upon the child are not arbitrary, nor dictated by caprice, but result from his nature, from his wants, and from the condition requisite to secure his happiness. If he acquires the habit of submission to orders, it must sooner or later be beneficial to him; if he throws off the bridle which God and man put upon his desires, suffering will surely follow. Thus, in the order established by Providence, there are rewards and penalties, which are the necessary consequences of our conduct.

If children were wise enough always to reflect before acting, and to foresee clearly the consequences of their actions and habits, they would avoid many faults, and spare themselves many troubles; but they are inconsiderate, careless, passionate, imprudent, and press towards whatever may procure them a momentary pleasure, forgetful of the bitterness awaiting them in the future.

To induce them to conduct themselves in a manner more conformable to the will of God, and to their own true interests, we remind them, by penalties, that sin will not go unpunished; and by rewards, that they can be truly happy only by faithfully pursuing the path of duty.

The first object of a system of rewards and punishments, then, is to teach children that their actions, good or evil, lead to inevitable consequences, either in the present life, or in that which is to come.

Rewards and punishments confirm the great moral law—"good produces good, evil produces evil." "Every one must reap what he has sown." The teacher, in the solemn act by which he punishes or rewards, is therefore the representative of the Divine justice or mercy. He is the echo and the executor of the eternal laws of Providence. He repeats to his scholars the ancient words, "If thou doest well, shalt thou not be accepted; and if thou doest not well, the penalty of sin lieth at the door."

The second object of a system of rewards and punishment is to strengthen the conscience, and to give it a measure of support in the actual experience of the child. When he is punished, fresh power is given to the voice which cries within him, "Thou hast done wrong." We only reprove him for what his conscience has already reprovved. And if there are children, the development of whose moral sense is very imperfect, and whose conscience scarcely speaks, chastisement tends to awaken in their hearts that sorrow which is termed remorse. Punishment is the means to this end. If, on the other hand, you reward a child for good conduct, you but confirm, by an eternal token, the approbation which he has already received from his conscience.

Rewards and punishments, further, are a support to the established order of schools and families, and an efficacious method of securing its maintenance. They strengthen the law, which otherwise might be despised by the bad, and repress the disturbances which might threaten the institutions and endanger their dissolution.

Finally, by this system of rewards and punishments, the child is prepared for social life, is taught to respect *law*—the expression of will superior to his own, and is reminded that he must not live for himself alone, but must submit to whatever is required by the interests of the community to which he belongs.

From these considerations several important rules follow.

I. The order established ought to be founded on the eternal laws of justice and truth, which God has made known to us by the moral sense, and by His word. It must always appear in the eyes of the

\* French version

pupil invested with this Divine and lofty character, so that he may feel that in violating its rules he offends God, and exposes himself to His just judgments.

II. The system of rewards and punishments, employed by us in the education of children, ought to be a sensible and immediate application of that adopted by God in regard to mankind in general. He stimulates us to make a good use of our strength, by instructions which inform us of His will, by salutary examples, by the afflictions and disappointments to which He suffers us to be exposed, by the encouragements and successes which He grants us, by the fatal consequences of our indiscretions and errors, by the satisfaction we experience when we have given up our evil inclinations, and have fulfilled some difficult duty. It is thus that He fits us for His yoke and prepares us for the happiness He has reserved for us in the world of light and glory. We must endeavour to imitate this discipline of our heavenly Father in our management of children. The nearer we approach to this Divine type, the more blessed will be our labour.

III. Rewards and punishments will be salutary, in proportion as they appear to be natural, and, if I may so speak, *providential* consequences of the good or bad action to which they are applied. God causes happy effects to issue from the good which we do, and sufferings from the evil we commit. In the same manner, let us derive the penalty or the reward from the *fact*, as from a seed. "Punishment," says Rousseau, "should never be inflicted on children as punishment, but should always happen as a natural consequence of their fault." So also Montesquieu: "The moral culture of children is assisted by the nature and just distribution of punishments, which are always to be drawn from the particular characteristic of each fault. Everything arbitrary is thus avoided. The suffering does not flow from the caprice of the legislator or teacher, but from the nature of the thing, and man does not do violence to man." The young student, for example, will be rewarded by books or instruments, which will facilitate his studies; the idle will be punished by being required to work during the hours of recreation or of exercise.

IV. Rewards and punishments, far from tending to weaken or deaden the action of the conscience, ought to strengthen it. Exaggerated rewards, and brutal or stupid punishments, in no way fulfil this condition. Apply yourselves, therefore, always to harmonise the measures you adopt in relation to children with the dictates of their inner sense, so that, warned by this double testimony to the tendency of their conduct, they may become seriously attentive to their moral condition, and may arrive at that conviction of sin which is the beginning of faith.

V. We would say, finally, that in the application of rewards and punishments, it is essential, in conformity with the spirit of the Gospel, to keep equally far from excessive severity and culpable indulgence, from the harshness which repels, and from the weakness which enervates. Justice and love! These must always be reconciled.

The system of rewards and punishments adopted is to be applied to all the children of the same school, or of the same household. But the effect produced will be modified by the character and moral condition of the individual. The scholar, already penetrated by the power of the Gospel, which is the law of love, will be less influenced by the network of legal restraint which surrounds him in common with his schoolmates. He will obey, because he has it at heart to do the will of God, the impress of which he recognises in the commands of his parents and masters; whilst the child—still a stranger to religious feeling—will submit rather from hope of reward, or from fear of punishment. His obedience will, doubtless, be imperfect; it will not have the amount of purity that could be wished, but it is better than rebellion, which would confirm his bad habits and compromise the very existence of the school or family. For, order once suppressed, all society tends to dissolution.

But, step by step, this child will attain to a better understanding of the nature and object of the discipline to which he is subjected; he will begin to perceive the order of God in the regulations imposed upon him by man; and his motives becoming purer as his knowledge increases, it may be hoped that he will, at length, be led into the *perfect law*, which is that of *free obedience*, or the obedience of the heart.—*English Pupil Teacher.*

## 3. THE SCHOOL HOUSE AN INDEX OF THE PUPIL.

It is the duty of teachers, as well as parents and school committees, to see that the circumstances under which children study are such as shall leave a happy impression upon their minds; for whatever is brought under the frequent observation of the young must have its influence upon their susceptible natures for good or evil. Shabby school-houses induce slovenly habits. Ill-constructed benches may not only distort the body, but by reflex influence, the mind as well. Conditions like these seldom fail to disgust the

learner with his school, and neutralize the best efforts of his teachers. On the other hand, neat, comfortable places for study may help to awaken the associations enchainning the mind and the heart to learning and virtuous instruction with links of gold brightening forever.

#### 4. SCHOOL GOVERNMENT.

To the Editor of the Journal of Education.

DEAR SIR,—I trust you will find the following hints on "School Government," from a practical teacher, worthy of a place in the Journal of Education.

L'Original, May 1, 1863.

Yours, &c.,

T. O. STEELE, T.C.S.

##### SCHOOL GOVERNMENT.

What a comprehensive expression—how important in its application—the interests of time and eternity depend upon it—and yet, alas! how often improperly and imperfectly administered—It is largely and intimately connected with the destinies of our country. It moulds the intellect of the nation, and forms the character of the world. In the school room those impressions are made on the mind, which very materially influence the future man and woman, and, in many cases determine the course in which they steer their adventurous bark across the stormy billows of life.

What then is the proper method of governing a school, and what are the essential requisites in the teacher in order that he may govern efficiently. Love is the grand principle, and if this is wanting the best fruits of Education are blasted in the blossom. The teacher may possess all the necessary firmness and energy of character, but unless these are blended with kindness, mildness, and a spirit of forbearance, his utmost efforts will be totally unavailing. True, he may preserve comparative order by fear; he may hold authority over his pupils in the capacity of a tyrant; but unless his commands are obeyed from a sense of duty, called forth by the love which they bear towards him, his power and influence will be very limited.

The teacher should enter into all the sensibilities of the infant mind, and, as it were, throw himself back into childhood, with all its aspirations and anticipations, its sorrows and its joys. Following the example of the "Great Teacher" who stooped from divinity to humanity, and felt and shared the contingencies of mortality, and cast around him the sunshine of kindness, benevolence and sympathy, he must pour the balm of consolation into the wounded breast, and cheer the drooping spirit. He must at all times encourage the good, as well as restrain the vicious.

"A little bundle of immortal sensibilities" is entrusted to his charge, and how highly culpable is he if with the iron heel of despotism he crushes it into hopeless imbecility.

The daily walk of the teacher should assist in governing—every action, every movement, within or without the school room, should have a beneficial influence.

It is absolutely impossible for the pupils to love, respect, or to endeavour to obey the teacher who is in the school room an unprincipled tyrant, and out of it the dissipated inebriate or giddy trifler.

I am not prepared to say that corporal punishment should never be resorted to, although we can imagine a school well governed without it, by the exercise of continued patience on the part of the teacher—yet if administered, it should be with all possible caution, and without the least show of malice or irritation, or the design in view will be entirely frustrated.

By adopting a system of school government based on the principles above enumerated the school room would become a scene of harmonious co-operation; the teacher would be loved, respected, and obeyed, and the remembrance of his name would be cherished, long after he had exchanged his earthly labours for the joys of immortality. Fellow teachers! read and practise.

#### 5. THE BEST SCHOOL.

The most prolific school of all has been the school of difficulty. Some of the very best workmen have had the most indifferent tools to work with. But it is not tools that make the workman, but the trained skill and perseverance of the man himself. Indeed it is proverbial that the bad workman never yet had a good tool. Some one asked Opie by what wonderful process he mixed his colors. "I mix them with my brains, sir," was his reply. It is the same with every workman who would excel. Ferguson made marvellous things—such as his wooden clock, that accurately measured the hours—by means of a common pen-knife, a tool in everybody's hand—but then everybody is not a Ferguson. An eminent foreign savant once called upon Dr. Wallston and requested to be shown over his laboratories, in which science had been enriched by so many important discoveries, when the Doctor took him into a little study, and, pointing to an old tea-tray on the table, containing a few watch-

glasses, test-papers, a small balance, and a blow pipe, said, "That is all the laboratory that I have!" Stoddart learnt the art of combining colours by closely studying butterflies' wings; he would often say that no one knew what he owed to these tiny insects. A burnt stick and a barn-door served Wilkie in lieu of pencil and canvas. Bedwick first practised drawing on the cottage walls of his native village, which he covered with his sketches in chalk; and Benjamin West made his first brushes out of a cat's tail. Ferguson laid himself down in the fields at night in a blanket, and made a map of the heavenly bodies by means of a thread with small beads stretched between his eye and the stars. Franklin first robbed the thunder-cloud of its lightning by means of a kite made with two cross-sticks and a silk handkerchief. Watt made his first model of the condensing steam-engine out of an old anatomist's syringe used to inject the arteries previous to dissection. Gifford worked his first problem in mathematics, when a cobbler's apprentice, upon small scraps of leather, which he beat smooth for the purpose; whilst Rittenhouse, the astronomer, first calculated eclipses on his plough-handle. In like manner Professor Faraday, Sir Humphrey Davy's scientific successor, made his first experiments in electricity by means of an old bottle, while he was still a working book-binder. And it is a curious fact that Faraday was first attracted to the study of chemistry by hearing one of Sir Humphrey Davy's lectures on the subject at the Royal Institution. A gentleman, who was a member, calling one day at the shop where Faraday was employed in binding books, found him poring over the article "Electricity" in an encyclopædia placed in his hands to bind. The gentleman having made inquiries, found he was curious about such subjects and gave him an order of admission to the Royal Institute, where he attended a course of four lectures delivered by Sir Humphrey. He took notes of the lectures, which he showed to the lecturer, who acknowledged their scientific accuracy, and was surprised when informed of the humble position of the reporter. Faraday then expressed his desire to devote himself to the prosecution of chemical studies, from which Sir Humphrey at first endeavoured to dissuade him, but the young man persisting, he was at length taken into the Royal Institute as an assistant—and eventually the mantle of the brilliant apothecary's boy fell upon the worthy shoulders of the equally brilliant book-binder's apprentice.—*Smile's Self-Help.*

### IV. Papers on Natural History.

#### 1. STUDY OF NATURE—OBJECT TEACHING.

A mistake in our elementary education is that we teach everything in the same way. We resort to books, as if everything was to be learnt from books, and from books alone. I will speak from personal experience. I have been a teacher since fifteen years of age, and am a teacher now, and I hope I shall be all my life. I do love to teach, and there is nothing so pleasant as to be placed in a position to develop the faculties of my fellow beings, who, in their youth, are entrusted to my care; and I am satisfied that there are branches of knowledge that are better taught without books, and there are some cases where it is so obvious that I wonder why it is always to books that teachers resort when they would teach some new branch in their school. When we teach music we do not learn it by heart or commit it to memory, but we take an instrument and learn to play it. When we study natural history, instead of books let us take specimens, stones, minerals and crystals. When we would study plants let us go to plants themselves, but not to books describing them. When we would study animals let us have animals before us, and not go to books in which they are described.

In geography let us not resort to books, but let us take a class and go out into the field, and point out the hills, valleys and rivers, and show them what are accumulations of water and expanses of land; and then, having shown them that, let us bring representations of what they are to learn, that they may compare them with what they know, and the maps will have a meaning to them. Then you can go on with the books, and they will understand what these things mean, and will know what is north and east and south, and will not merely read the letters. N. E. S. W. on a square piece of paper, thinking that England and the United States are about as large as the paper they learn from. When I was in the College of Neuchâtel, I desired to introduce such a method of teaching geography. I was told it could not be done, and my request to be allowed to teach the youngest children in the institution was refused. I resorted to another means, and took my own children—my eldest, a boy of six years, and my girls, four and one-half and two and one-half years old, and invited the children of my neighbours. Some came upon the arms of their mothers; others could already walk without assistance. These children, the eldest only six years old, I took upon a hill above the city of Neuchâtel, and there showed them the magnificent peaks of the Alps, and told them the names of

those mountains, and of the beautiful lakes opposite. I then showed them the same things on a raised map, and they immediately recognized the localities, and were soon able to do it on an ordinary map. From that day geography was no longer a dry study, but a desirable part of their education.

Natural history, I have already said, should be taught from objects and not from books, and you see at once that this requires teachers who know these objects, and not merely teachers who can read and see whether the lesson set has been committed faithfully to memory. The teacher must know these objects before he can teach them. And he ought to bring them into the school, and to exhibit them to the scholars, and not only that, but to place them in the hands of each scholar.

Some years ago I was requested by the Secretary of the Board of Education, to give some lectures on natural history to the teachers assembled in different parts of the State, in those interesting meetings known as teachers' institutes; and I had been asked to give some instruction on insects, that the teachers might be prepared to show what insects were injurious to vegetation and what are not, and that they might impart the information to all. I thought the best way to proceed would be to place the objects in their own hands, for I knew that mere verbal instruction would not be transformed into actual knowledge, that my words would be carried away as such, and that what was needed was the impression of objects. I therefore went out and collected several hundred grasshoppers, brought them in, and gave one into the hands of every one present. It created universal laughter; yet the examination of these objects had not been carried on long before every one was interested, and instead of looking at me, looked at the thing. And they began to examine and to appreciate what it was to see, and see carefully. At first I pointed out the things which no one could see. "We can't see them," they said. "But look again," said I, "for I can see things ten times smaller than these;" and they finally discerned them. It is only the want of patience in the difficult art of seeing, that makes it so much more difficult.

The power of the human eye is very great, and it is the want of training which sets so narrow limits to its boundaries. After having examined one object minutely—one of those objects which can be seen everywhere,—take another one which has some similitude to it. Examine its parts one after another. Point out the difference which exists between this and that examined before, and you are at once on the track so important in all education, which exists in comparison. It is by comparisons that we ascertain the difference which exists between things, and it is by comparisons, also, that we ascertain the general features of things, and it is by comparisons that we reach general propositions. In fact, comparisons are at the bottom of all philosophy. Without comparisons we never could go beyond the knowledge of isolated, disconnected facts. Now, do you not see what importance there must be in such training; how it will awaken the faculties, how it will develop them, how it will be suggestive of further inquiries and further comparisons, and as soon as one has begun that sort of study, there is no longer any dullness in it. Once imbued with the delight of studying the objects of nature, the student only feels that his time is too limited in proportion to his desire for more knowledge.—*Extract from a lecture by Professor Agassiz.*

## 2. FLORA OF BRITISH NORTH AMERICA.

Dr. Jesse Hurlburt, who was lately in England, communicates to a Hamilton cotemporary, some letters he has received from Sir William Hooker, the distinguished botanist, on the subject of publishing a Flora of British North America. Sir William published, more than twenty years ago, a Flora of British North America, which cost the English Government, £1,500, but which is now out of print. He proposes, if he receives sufficient co-operation and pecuniary assistance, to publish now a better and more complete work of the same kind, containing one half again as many plants as the former one. Meanwhile he has been carrying out the project of forming at Kew Gardens collections of the Floras of all the British Colonies. Already, he says, he has there magnificent collections of the plants of British North America, from Canada to Vancouver's Island. Recently he applied, through the Duke of Newcastle, to the various Colonial Governors, to have brought to Kew the vegetable products of the several colonies, shown at the International Exhibition, when no longer required there; and he has received through his Grace thirteen letters from the Governors of as many colonies, agreeing to the application. Of these letters, he says, no one was more cordial than that of Lord Monck. As to the publication schemes, he states that two years ago the Duke of Newcastle consulted with him on the importance of having a series (uniform in style) of Floras of all the British colonies, and finally requested him to draw out a statement of the probable extent and cost of authorship, promising to apply for the needful aid to the

Chancellor of Exchequer. Sir William reported a plan, by which the cost was to be uniform, £150 a volume of about 500 pages, each volume to contain about 1,000 species; the £150 was to be for the cost of authorship; and to aid the publisher, the Government was to purchase, at a price not exceeding 20s. per volume, one hundred copies, to be distributed to public establishments in the colonies. In some cases where the prospect of the sale was good, it was estimated that the cost might not exceed 10s. per volume. Sir William recommended the Floras of Hong Kong and the British West India Islands to be first published. The funds were immediately obtained from the treasury, and the work proceeded with. He then proposed to proceed with Australia (with 8,000 species requiring a grant of £1,200, and £300 for the 100 copies.) But here the Chancellor of Exchequer shut his purse-strings. He thought the colonies were rich enough to meet the expenses themselves. Applications being made to the Governors of the Australian colonies, they replied by pledging their respective colonies for the expenses in full. A similar application was made by Sir William to Lord Monck, shortly after his coming to Canada, with respect to the publication of the Flora of British North America, but up to the date of Sir William's last letter to Dr. Hurlburt, September 18th, no reply from His Excellency had been received. He hopes the scientific men of Canada will press the matter on His Excellency's attention. He says:—

"In general the plants of the East of Canada are well known, and those of the Hudson Bay territories (thanks to the Governors of that company, and to all that has been done by Arctic travellers, Franklin, Richardson, Drummond, &c., all whose collections are at Kew); and we have from the earliest times of Vancouver's voyages, &c.; and now very recently all the collections of the Boundary Commission (we sent out purposely two botanists), all the plants of North-West America, Vancouver's Island, &c., and all the Rocky Mountain plants from various sources. We are much deficient, I think, in the extreme South, where Canada comes down as far as 42° N—not that new species are likely to be found there, but I think it quite likely that United States plants not yet known as Canadian, may be detected there, but I think it is a country you are familiar with. Good specimens of the trees, oaks, pines, &c., from their being a little difficult to collect in flower and fruit, require to be obtained. If you know of any zealous collector there, who takes pains in the drying of specimens, please to put him in communication with me, and if he has any difficulty in naming his plants we will send him correct names. \* \* \* We do not want bare lists except accompanied by good specimens, and then we see if the names are truly correct. \* \* \* What is wanted is an encouragement to young persons, or gentlemen of leisure, to form collections."

Sir William says that, if a Flora of British North America should be determined upon, he thinks his son, Dr. Hooker, would undertake it, and thus their name would still be kept up in connection with that country. The price to the public of the Flora published twenty years ago by Sir William, was some £12 or £14. Under the plan now suggested, the much superior work which he proposes to publish might be purchased for £3. The whole pecuniary assistance required, Dr. Hurlburt says, would be £1,500 to £2,000.—*Globe.*

At the last meeting of the Kingston Botanical Society, the *News* says, "Communications were received from Sir William Hooker and Judge Logie, of Hamilton, relative to the proposal of the Home Government to publish a Flora of Canada now in progress. After speeches by Prof. Lawson and Prof. Dickson on the subject, in which were pointed out the utility and importance of making known the products of our rich Canadian forests, a committee was appointed to bring the matter under the notice of the Legislature. Committee—Rev. H. Mulkins, Dr. Dickson, A. Drummond, Esq., Judge Logie, the President, and the Secretary.

The Abbé L. Provancher, cure of Portneuf, has just published a *Flore Canadienne*, or description of all the plants in the country, in two volumes, containing 842 pages, and illustrated by over 400 engravings.

## 3. THE TREE CROP IN CANADA.

There are several very important and valuable crops in this country; but there is one which surpasses all the rest in importance, namely, the tree crop, if we may use that expression with reference to the greatest product of Canada; and it may well be the greatest, for it has taken perhaps five hundred years to grow, while other crops take for the most part only one year. The trees of this country are a treasure which has been accumulating for centuries; but which one or two generations will in a great measure reap. The waste which has taken place in gathering in this crop has been great, but not quite so great as at first sight appears. Thousands and tens of thousands of trees have been burned or left to rot, which would have made ornamental or useful timber, and many more have had their ashes scattered over the ground, which might have made the alkali-

lies of commerce. In these cases, however, the loss is probably more apparent than real, for the fertilizing elements of the tree return to enrich the soil for many years to come.

The products of the tree crop are various, viz., the woods of commerce, fencing materials, firewood, pot and pearl ashes, and perhaps the most important of all, because of continued recurrence, the annual coat of leaves with which they top-dress the soil. If the aggregate annual value of these various products of trees were ascertained, we think it would surpass that of any other crop. The cereals would probably come next, the grasses third, and the root crops fourth.

There is one great difference, however, between the tree crop and these others. When once reaped it cannot be grown again in a year or two like them. It will require a lifetime to rear trees of any tolerable size, and in some parts of Canada this process should be beginning now, by planting out trees on all rocky and stony lands that are better adapted for this crop than any other. It is sad to see the trees cleared off many rocky pieces of ground, where nothing else can grow, thus depriving the country of beauty and shelter and valuable growing timber, for no end or object. If needed for lumbering purposes only, the large trees should be taken, and the small ones left to grow large. If needed for firewood, the trees should be thinned; but on no account, it seems to us, should a rocky soil, unsuitable for tillage, be denuded of its trees altogether; and if this great mistake has been committed, the sooner it is planted again the better.

In Britain, the quantity of timber raised in plantings, as they are called, is in the aggregate very great. In the older States, many of the more stony or rocky soils are being planted out with suitable kinds of trees, besides streets and roads; and the time has come in many parts of Canada, not only for preserving what trees remain, but for planting out young forest trees of approved sorts.—*Witness.*

## V. Papers on Geographical Science.

### 1. THE NORTH POLES AND THE ESQUIMAUX.

The *York Tribune*, of the 8th ult., says a large audience was attracted to the lecture hall in the Historical Society's Building on the 6th inst., by the announcement that Capt. C. F. Hall, would report to the Geographical and Statistical Society the result of his Arctic Explorations. It will be recollected that Capt. Hall's Expedition was fitted out by contributions from the friends of science in this and other cities, among the most generous of whom was Mr. Henry Grinnell. The bark *George Henry*, and schooner *Rescue*, sailed from New London, May 29th, 1860. Touching at St. John's, N. F., the expedition made its way to Davis' Straits, and thence beyond Northumberland Inlet, to a point in Frobisher's Straits, about 500 miles to the South-west of the localities which Kane has made so familiar to the public through his works. While lying here a fearful gale arose, which blew for several days without cessation, and finally wrecked the *Rescue*, and destroyed a small shallop in which Capt. Hall had counted upon extending his voyage toward the North Pole. Being warned by the friendly Esquimaux, who were encamped near his vessels that it would be impossible to proceed further upon his projected journey at that season of the year, he went into winter quarters with the full intention of making a move in early spring. But unforeseen difficulties arising, he was compelled to remain where he was for nearly two years, during which time his stock of provisions was nearly exhausted and he was thrown upon the hospitality of his Esquimaux friends for the means of subsistence. His intercourse with them was pleasant and profitable, leading not only to his acquiring a high sense of the honesty and nobility of character, but also to the discovery of relics which explained the fate of five men of Frobisher's party, who had been captured by the Esquimaux nearly 200 years before. The Esquimaux, according to Capt. Hall, is brave, honest, truthful and very hospitable; he has no code of laws and needs none, for quarrels and dissensions are unknown.

During his two years involuntary sojourn in Frobisher's Straits, Capt. Hall explored about one thousand miles of the coast, identified the locality of Prince William's Land and on *Kad-lu-nah*, or the White Man's Land, discovered a multitude of relics of Frobisher's men.\* Trenches dug for holding a supply of water, bits of brick wood, coal, broken bottles, and the iron ballast of a boat, together with other articles, corroborated in the fullest manner the Esquimaux traditions of the fate of those poor fellows. Among the natives he found a woman called *Oo-ki-zox-i-ninoo*, or the White Bear, more than 100 years old, who had heard from her parents about the capture and final death of the white men, and recounted the story with fidelity.

\* These relics have been forwarded to London for presentation to the British Government through a Royal Geographical Society.

Late in the evening Capt. Hall introduced to his audience the Esquimaux family, which he had brought with him to this country.—It comprised a man, woman and infant, who were all clad in reindeer and seal skins, but not so thickly as they would have been if the weather had been cooler. The husband, *E-brin-ping*, is short, stout built, and apparently very muscular; his open countenance indicates a patient, honest, cheerful disposition, and the expression is decidedly intelligent. *Tuk-oo li-too*, the wife, seems to be an amiable sort of a creature. The mother's style of beauty is North Polar, and *sui generis*. The under jaw is wide, and the forehead narrow but full in the perceptive region; viewed in front, the face is pyramidal, and the fat cheeks, and short, straight, black hair, give her a more unintellectual appearance than seems warranted by the testimony of Capt. Hall who declares her to be a better interpreter than even the famous Peterson.

### 2. RECENT MEASUREMENT OF THE GREAT LAKES.

The late government survey of the great lakes gives the following exact measurements:—Lake Superior—greatest length, 355 miles; greatest breadth, 160 miles; mean depth, 988 feet; height above the sea, 627 feet; area, 32,000 square miles. Lake Michigan—greatest length, 360 miles; greatest breadth, 108 miles; mean depth, 900 feet; height above the sea, 587 feet; area, 20,000 square miles. Lake Huron—greatest length, 200 miles; greatest breadth, 160 miles; mean depth, 300 feet; height above the sea, 574 feet; area, 20,000 square miles. Lake Erie—greatest length, 250 miles; greatest breadth, 80 miles; mean depth, 200 feet; height above the sea, 555 feet; area, 6,000 square miles. Lake Ontario—length, 180 miles; mean breadth, 65 miles; mean depth, 500 feet; height above the sea, 262 feet; area, 6,000 square miles. Total length of five lakes, 1,345 miles; total area, 84,000 square miles.

### 3. DISCOVERY OF GOLD IN NEW ZEALAND.

Dr. Lindsay, at the conversazione of the Royal Society of Edinburgh held on the 25th ult., explained in an interesting manner, illustrations of the geology and mineralogy of New Zealand. The first gold field was discovered on 4th June, 1861 by Mr. Gabriel Read, and it received the name of *Tuapeka*, or *Gabriel's Gulley*; and the first gold escort reached Dunedin on 12th June 1861. Since then the *Dundan* and *Nokomai* gold fields have been discovered. In the course of eighteen months the *Tuapeka* field yielded in round numbers 360,000 oz.; and at the close of 1862, 550,000 oz. were secured from all the fields—the value of which is upwards of two millions sterling. It is stated that gold mining is destined to become one of the regular permanent industrial sources of Otago, and that the supply of gold is at present unlimited. With an unlimited supply of gold, Otago must necessarily form an attractive field for the miner; and where such wealth is to be obtained, we expect that this province will speedily become one of the most popular fields for emigrants among the numerous and widely-scattered colonies of Great Britain.

## VI. Biographical Sketches.

### No. 20.—THE HON. MR. JUSTICE CONNOR.

We regret to have to record the death of Mr. Justice Connor, which took place, in this city, on the 28th inst. *George Skeffington Connor* was born in Dublin, Ireland, in 1810. He entered Trinity College at the age of 14, and graduated there in 1830. In the same year he married *Eliza Huue*, a sister of Mrs. Blake, wife of ex-Chancellor Blake. In 1832 he first came to this country with Mrs. Connor and the families of ex-Chancellor Blake, the Bishop of Huron, Archdeacon Brough, and other gentlemen, who, like him, emigrated in that year from Ireland to Canada. On his arrival in Canada, Mr. Connor took up his residence in the township of Orillia, which was then a wilderness, where he lived for two years. But becoming tired of a life in the backwoods of Canada, he returned to Ireland; whence, after a short stay, he went to the continent of Europe, where he resided for some years. During his absence Mr. Connor was called to the Irish bar, in 1833; and on his return to Canada, was called to the bar at *Osgoode Hall*, in 1842. He entered into partnership with ex-Chancellor Blake and Mr. Justice Morrison. In 1849 he again visited Ireland, and upon that occasion took the degree of LL.D. in the University of Dublin. In 1850 he was appointed Queen's Counsel and a Bachelor of the Law Society; and in 1858 he held the office of Solicitor General, for Upper Canada, a few days. Before the general election of 1847-8 he began to take an interest in Canadian politics; and on one occasion he unsuccessfully contested the County of Simcoe. At the general election of 1856 he was elected for South Oxford; which constituency he con-

tinued to represent till his elevation to the Queen's Bench as a puisne judge, first February. During the whole of his Parliamentary career he adhered to the Liberal party. He conciliated the esteem of his associates at the bar. An affectionate husband, an ardent friend, a cheerful companion, generous and hospitable, he will long be deeply regretted by a large circle of friends, who deeply lament that he should have been so soon removed from the honourable position to which as a Judge and as Chancellor of the University he was so recently elevated.—*Leader*.

#### No. 21.—THE HONORABLE CAPTAIN ELSMSLEY.

The death of the Hon. Captain Elmsley took place on the night of the 8th instant, at his residence, Clover Hill. The deceased gentleman was in his 62nd year. Sir Francis Bond Head, in his "Narrative," published by authority of the Upper Canada House of Assembly, makes mention of the lamented deceased as follows:—"The Honourable John Elmsley, Lieutenant of the Royal Navy, is a son of a former Chief Justice of Upper Canada—from whom he inherited a large property in the Province—and nephew of the late Admiral Sir Benjamin Hallowell." He was born in 1801, in the old Government House, in this city, which was built by his father, and called "Elmsley House." At an early age he entered the British Navy. After his retirement from the service, he took a leading part in the public affairs of the province. The Hon. Captain Elmsley was also a member of the Legislative Council of Upper Canada—and, although a consistent liberal Conservative, he was looked upon by Sir F. B. Head as "perhaps the most ultra Reformer in the Legislative Council." Simultaneous with the right Rev. Bishop Macdonell, he received his appointment to the Legislative Council, in 1830. Mr. Elmsley was always distinguished for remarkable uprightness and sincerity of character. This he inherited from his father. As an instance of the punctilious regard the Chief Justice had for the exact discharge of his judicial functions, we may relate that on one occasion he made an adverse decision. Several years afterwards he discovered that he had been wrong. The law did not require him to make any reparation. Nevertheless in obedience to the dictates of his conscience, he made restitution to the amount of £500 sterling for an error which he had inadvertently committed. While Mr. Elmsley remained an adherent of the Anglican Church, he was considered a very fervent christian. He married the eldest daughter of the late Hon. Levius Sherwood, an amiable Catholic lady. To enable him to defend her church he began to study its doctrine. His search was earnest and uninterrupted. A poignant grief set in. Doubts as to the orthodoxy of the Church of his love and affections covered his mind. After two years of constant research, study, and prayer, he joined the Catholic Church. Then commenced that career of practical benevolence and wide-spread usefulness which has rendered his name venerated and his memory endeared by the Catholics of Canada. His care of the poor, of the widows and orphans of those who were swept away by fever, were incessant. To provide for these orphans he founded an asylum on Nelson Street, from which our noble charitable institution, the House of Providence, has sprung. To his goodness and bounty, many persons, in Toronto and elsewhere—who now enjoy a comfortable position—are indebted for their rescue from poverty and indigence. As a member of the Board of the House of Industry, he was enabled to accomplish a vast amount of good for the poor. He was one of the first as he was one of the most active and practical members of the St. Vincent de Paul Society. We cannot pass over the noble exertions of the illustrious deceased in the cause of Catholic education. It was he who established the first Catholic schools in Toronto. The teachers were paid out of his own resources. He taught the children not only of the city but of Hogg's Hollow—six miles distant—their Catechism every Sunday, for a long time. Up to the time of his last illness he was agent for nearly all of the Separate Schools in Upper Canada. The College of St. Michael's, erected upon the ground donated by him, stands a splendid monument of his zeal in this direction. Then as to his munificence. What charitable or religious foundation is there, not alone in Toronto, but throughout the diocese, that has not been largely endowed by him. He it was who, on the anniversary of his death, the 8th of May, 1845, following the example of the great Constantine, dug the first sod of the foundation of our splendid Cathedral. When that sacred edifice was heavily in debt, it was he who mortgaged his property to redeem it. To do this he would have sacrificed all he possessed, but the Catholics of Toronto generously came to his assistance. His outlay in charitable and religious undertakings was so extensive that the venerable Bishop de Charbonnel placed a restriction upon his generous expenditure. Besides his large contributions to St. Paul's, St. Michael's, and St. Basil's, he presented the organ to the Cathedral. Moreover, he made it a rule to contribute one hundred dollars to every new church that was erected in the diocese." His donations of vestments, sacred

utensils, ornaments, &c., to the city churches and missions, were without bound. Fearing that the last Bazaar in aid of the House of Providence would be a failure, he gave the Rev. mother \$100. The Hon. Mr. Elmsley enjoyed the fullest confidence and the most cordial esteem of the former Bishops of this See, as well as our present estimable Chief pastor. About two months since, the Hon. Capt. Elmsley was seized with his last illness. From the earliest stage of his sickness—disease of the heart—he felt a presentiment of his approaching end. His resignation was perfect. In accents of joy he announced to his good lady his conviction that God was about to take him to Himself. When he felt death drawing near, he called the members of his family around him and gave them his blessing. Having received from the Bishop the last rites of the church, he calmly gave up his soul to God.—*Abridged from the Freeman*.

#### No. 22.—THE HON. HOLLIS SMITH, M.L.C.

The Hon. Hollis Smith, member of the Legislative Council for Wellington Division, L. C., died at his residence in Sherbrooke, on Sunday last. On the 30th of March he returned home from Quebec, and on the same night was seized with an apoplectic fit which terminated fatally.—A native of the State of New Hampshire, the deceased when a boy settled in the Eastern Townships, and by his probity gained the confidence of the people of the district of St. Francis. He was one of the first elected members of the Council, and represented the Division for six years. He was an attentive and useful member, and was respected by his associates in the House. Mr. Smith had no sectional prejudices, and was a thorough Canadian in feelings.—*Leader*.

#### No. 23.—HON. MR. HARWOOD, M.L.C.

An Englishman by birth, Mr. Harwood, during many years' residence in this country, has identified himself as an active man of business, landed proprietor and country gentleman, and later, as a legislator, with the great interests of his adopted country. In politics he was a moderate Conservative. He was a member of the Special Council for Lower Canada during the suspension of the Constitution, of the Legislative Assembly, and latterly of the Legislative Council of the United Provinces. In all the relations of life he seems to have earned the respect of men, and his loss will be very widely regretted.—*Montreal Gazette*.

#### No. 24.—STEWART DERBYSHIRE, ESQ.

We are called upon to announce the demise of Stewart Derbyshire, Esq., Queen's Printer, which took place on the 27th March. Mr. Derbyshire has been a prominent citizen of Canada for many years, and he has held several appointments of trust and honour under the government. He came to this country, we believe, in 1840, as an *attaché* of Lord Durham, and was one of those who assisted in drawing up the famous report made by the noble Earl, of the state of the Provinces, previous to the Union. In 1842, Lord Sydenham granted letters patent appointing him Queen's Printer of the United Provinces, and this lucrative appointment he held up to the time of his death, although many efforts were made, in and out of Parliament, to deprive him of it. He entered into partnership with Mr. Desbarats after he had obtained the appointment, and the business was carried on under the name and firm of Desbarats and Derbyshire. His social habits unfitted him for active employment, and the great success which the establishment has obtained as one of the first printing concerns in America, is mainly due to his partner, Mr. Desbarats, under whose skilful management it was placed. Mr. Derbyshire was a native of England, and at the time of his death he was about 65 years of age. Of a kind, generous, and social character, he was a true type of the fine old English gentleman. He was possessed of a fine taste for literature, and had accumulated an extensive library of standard works; he was also a liberal patron of the fine arts, and to his generous encouragement many a young Canadian is indebted for a helping hand. The tradesman, the fruit vender and the bookseller will miss him; for on his morning rounds he was always sure to extend his patronage to one or other of them. He has gone down to the grave universally esteemed by all who had the pleasure of knowing him, the proudest monument that could be erected to his memory.—*Quebec Daily News*.

#### No. 25.—LORD SEATON—(SIR JOHN COLBORNE.)

Lord Seaton was one of the old Peninsular heroes who were engaged in the transaction of history before the present century commenced. John Colborne, Lord Seaton, was an officer worthy of Wellington, his chief, whom he resembled in some points of character, but most of all in true modesty and hatred of pretence. His manner, like that of most men accustomed to authority, gave

one the idea of a stern man, but a kinder heart than his never beat. He was born in 1777, the son of a Hampshire gentleman, Mr. Samuel Colborne of Lyndhurst, who, having made some unfortunate speculations, died, leaving a widow and two children in very narrow circumstances. Young John Colborne went for a time to Christ's Hospital, but on his mother marrying the Rev. Dr. Burgus, a dignitary of Winchester, he was removed to the foundation of Winchester College, where he received his education. He entered the army in 1794, became a lieutenant in the following year, and served in Holland in the campaign of 1790. Attaining the rank of captain early in those days of rapid promotion, he went to Egypt in 1801, and in 1805 was with the British and Russian troops employed on the Neapolitan frontier. In the campaign of 1806 he served in Sicily and Calabria, and he was present in the battle of Maida. During this last and the following year he held the post of military secretary to General Fox, commander of the forces in Sicily and the Mediterranean; after which, rising to the grade of major, he acted in a similar capacity under Sir John Moore in Sicily, Sweden, Portugal, and Spain, ending his service only with the battle of Corunna. Sir John Moore was colonel of a very celebrated regiment—the 52nd Light Infantry, and it was in his conduct of this force that Colborne won his chief military renown. He joined Wellington's army at Jaracejo in 1809, and was sent to La Mancha to report on the operations of the Spanish armies. He was at the battle of Ocana, and in the campaigns of 1810 and 1811 he commanded a brigade in Sir Rowland Hill's division, and was detached in command of it to observe the movements of General Regnier on the frontier of Portugal. So also he commanded a brigade at Busaco and at Badajoz, at Albuera and at Ciudad Rodrigo, where he was severely wounded. He commanded the 2d Brigade of the Light Division at the battles of the Nivelle and the Nive, and during the campaign of the Basque Pyrenees. At Orthes and at Toulouse he led the 52nd. His chief military feat, however, was performed at Waterloo, where he again commanded the 52nd, as part of Adam's Brigade. Of his own accord he led the forward movement which determined the fortunes of the day. When the column of the Imperial Guard was gaining the summit of the British position, and was forcing backward one of the companies of the 95th, Colborne, seeing his left endangered, started the 52d on its advance. The Duke saw the movement, and instantly sent to desire Colborne to continue it. This fact of Colborne having originated the decisive movement is abundantly confirmed. A French officer who accompanied Ney's column of the Imperial Guard has stated that although the British troops in front of the Imperial column showed "*très-bonne contenance, nous fumes principalement repoussés par une attaque de flanc très-vive qui nous écrasa.*" This was Colborne's attack at the head of the 52nd regiment, and it brought him great renown.

After Waterloo a soldier seemed to have, as a soldier, no more chances in the world: and there was nothing left for Sir John Colborne (now a K. C. B.) than the uncertain glories of a semi-civil life. Soon after the peace he was appointed Governor of Guernsey, where he was the means of reviving Elizabeth College, which had fallen into great decay. He was afterwards appointed to the command of the forces in Canada, which he held from 1830 to 1838. On one occasion, being dissatisfied with the conduct of the civil powers in that colony, he resigned his command, and his luggage was actually on board the transport on which he was to have embarked in three days' time, when an autograph letter from the King (William IV.) arrived, requesting him to remain. He was honored with the Grand Cross of the Bath, and he was created Governor-General as well as Commander-in-Chief. Having suppressed the Canadian rebellion, he returned to England and was raised to the peerage; but took no part in politics, save once, when he spoke in the debate on the union of the Canadas. He expressed himself averse from the Union, on the ground that it would eventually hamper the development of Canada, and, furthermore, prove a hindrance to the junction of the North American Provinces into a Confederation. Though he took no part in the debates of the House of Lords, he was still to have another field for the exercise of whatever legislative gifts he might possess. He was appointed Lord High Commissioner of the Ionian Islands from 1843 to 1849, and there he had, during the revolutionary mania of 1848, to deal with the demands of a people continually disaffected. He yielded too much to their demands, and gave them a constitution which has been the source of endless misery to succeeding Lord High Commissioners, and which at last has inspired the British Cabinet with a desire to cut the knot at the earliest possible moment—to cut the knot by parting with the islands as soon we may. Since then Lord Seaton has commanded the troops in Ireland; in 1854 he was appointed Colonel of the 2d Life Guards; and in 1860 he was promoted to the rank of Field-Marshal. He died at Torquay, in the 86th year of his age.—*Times*.

#### No. 26.—SIR JAMES OUTRAM.

Sir James Outram, whose death was announced on the 11th ult., was born in Derbyshire in 1805. After his education at Abercrombie, he entered the Indian service in 1819, in which country he took part in nearly all the wars that have been waged since that date—among others, the campaign of Afghanistan. He opposed earnestly the annexation of Scinde, from which he got into an angry controversy with Sir Charles Napier. In 1856 he was appointed resident at Lucknow, and afterwards as Chief Commissioner of Oude. He performed a conspicuous part in India, as Sir Henry Lawrence's successor at Lucknow during the trying scenes of the mutiny, and was rewarded with a baronetcy in 1858. He has since been made a G.C.B., and promoted to the rank of lieutenant-general. He returned to England in 1860, when he was publicly received with all the honor due to his great services and high personal character.

#### No. 27.—SIR GEORGE C. LEWIS, M.P.

A late steamer from England brought intelligence of the death of the Right Honorable Sir George Cornwall Lewis, Secretary of War. The deceased was a prominent member of the Whig party, and held office—from 1848 till 1850, as Under Secretary of the Home Department; from 1850 till 1858, as Chancellor of the Exchequer; and in 1859, he was appointed Home Secretary, and shortly afterwards Secretary of War. Sir G. C. Lewis was also an author of high order, and his literary productions will render his name familiar long after the mere politician is forgotten. He married, in 1844, Lady Maria Theresa, widow of Thomas H. Lister, Esq., and sister to the earl of Clarendon.

### VII. Miscellaneous.

#### THE THREE WHITE ROBES.

I saw a light at the window-pane,  
On a calm and starry night;  
And I knew there were busy fingers there,  
Making a robe so white.  
And knew that their hearts were light and gay,  
As they sewed the adornings fair;  
And I knew they had carefully laid away  
A beautiful wreath they had twined that day;  
To tie on her pale brown hair;  
And I knew they had folded a snowy veil  
To clasp on her marble brow;  
For the one she had loved by her side would stand,  
And utter the solemn vow.

I saw a light at the window-pane,  
When the wind went sobbing by,  
And cold and fitful drifts of rain  
Fell from the weeping sky.  
And not a star from its home looked down  
On the dwellings of men below.  
And the pale moon shrank from the fearful frown,  
And hid its face in the trailing gown  
Of the clouds in her grief and woe.  
And I knew there were busy fingers there,  
Sewing a robe so white:  
And a snowy wreath for her pale brown hair,  
Bedewed with the tears of those watchers fair,  
They had twined by that midnight light.

Away, above, where the sweet-faced stars  
Are singing creation's hymn,  
There shineth a glory so pure and bright  
That the light of the sun is dim.  
There I see a concourse of angels fair,  
Preparing a robe so white,  
Gemming a crown for the pale brown hair  
Of a beautiful maiden waiting there,  
To be crowned an angel bright.  
Then I knew that one home in this world of ours  
Had witnessed a sad farewell,  
And I knew that the angels had welcomed her  
In their beautiful home to dwell.

## 2. CHILDHOOD'S PRAYER.

One of the literary men of England, who has outgrown many of the religious influences of his childhood, gives the following touching sketch of the impression made on him by the habit of prayer taught at his mother's knee;—"Very singular and very pleasing to me is the remembrance of that simple piety of childhood, of that prayer which was said so punctually night and morning, kneeling by the bedside. What did I think of? What image did I bring before my mind as I repeated my learnt petition with such scrupulous fidelity? Did I see some venerable form bending down to listen? Did she cease to look and listen when I had said it all? Half prayer, half lesson, how difficult it is now to summon it back again! But this I know, that the bedside where I knelt in this morning and evening devotion, became sacred to me as an altar. I smile as I recall the innocent superstition that grew up in me that the prayer must be said kneeling just there. If some cold winter's night, I had crept into bed, thinking to repeat the petition from the warm nest itself,—it would not do?—it was felt in this court of conscience to be an "insufficient performance;" there was no sleep to be had till I had risen, and, bed-gowned as I was, kneeled at the accustomed place, and said it all over from the beginning to the end. To this day, I never see the little clean, white bed in which a child is to sleep, but I see also the figure of a child kneeling at its side. And I for a moment am that child. No high altar in the most sumptuous church in Christendom could prompt my knee to bend like that snow-white coverlet, tucked in for a child's slumber."—*Witness.*

### "I WANT TO BE AN ANGEL."

"O mother, I am weary," my little darling said;  
"I'm tired, but am not sleepy: oh, put me not to bed;  
But take me in your arms, and rock me for a while,  
For I've been very good to-day;" and sweetly he did smile.  
"My playthings are all put away, so tidy and so neat,  
Except my little spade—it's on the arbor-seat."  
He had spent almost all the day among the trees and flowers;  
For in our little garden he loved to pass the hours.  
"And, dearest mother, will you sing that little hymn to me,  
'I want to be an angel?' Do you think I'll ever be?  
You've often said I must be good; and very hard I try,  
For 'I want to be an angel,' away up in the sky."  
I looked into those eyes—always so clear and bright—  
Which as he spoke did shine with an unearthly light;  
And as I pressed my treasure, I could not help but weep,  
For "I will be an angel!" he murmured in his sleep.  
My little darling faded, e'en from that very hour,  
And when at last he'd gone beyond all earthly power,  
He whispered in my ear (and how bitterly I cried),  
"Mother, I'll be an angel, and stand by Jesus' side!"

### 4. "HOW SHALL WE TEACH POLITENESS?"

This was a question proposed at a Teachers Institute, and it is both pertinent and important. Every observing person must admit that politeness is not so prevalent in the community as it should be. Its deficiency meets us on every hand. We see men and women in the streets, in public conveyances, in the lecture-room, and even in the church, in whom there is a great deficiency of true politeness and christian courtesy. A selfish feeling seems to predominate, causing each to move and act as though his own comfort was the chief thing to be cared for. It matters not if others are discommoded, or rudely addressed, or made uncomfortable.

The traveller is often made to suffer from a lack of politeness on the part of some of his fellow travellers. The man who indulges in the use of profane or other improper language in any public conveyance, shows that he has not been taught to respect the feelings of others. He is not a gentleman, for a true gentleman is polite. The man who uses tobacco and covers the floor of a rail-car with his filthy saliva, is not a polite man. He may be "wealthy and wise," but he certainly is not polite. The woman who manages to occupy two seats for herself and two more for her luggage, while others for want of a seat are compelled to stand, is destitute of the first principles of politeness. She may be dressed in rich silks and satins, and wear a "love of a bonnet;" she may be wealthy, and her person may be adorned with jewels costly and rare,—but she is not a lady, for it requires the spirit of true courteousness to make a lady. But we need not attempt to prove a lack of politeness. It is every where too obvious. It may be manifested in words, acts, or even in looks.

But how shall teachers cultivate politeness? We can not give any specific directions, but we will say that primarily the teacher must

himself be a pattern of what he would teach. He must be a truly polite man if he would lead his pupils to be polite. In movement, in word, in act, and in all his bearing, he must demean himself as a gentleman. And, we may add, if he is such, his pupils will feel his influence, and, consciously or unconsciously, be favorably affected thereby. It may be said, most emphatically, that in morals and manners the teacher reproduces himself in his pupils. If, then the teacher is a polite man, not only will all his language and effort be on the side of courteousness, but his own example will prove a potent auxiliary in the right direction. And, on the other hand, if there is a lack of true politeness on the part of the teacher, it will be in vain to look for it in the pupils. "Like begets like." It will be useless for the teacher to *talk* in favor of politeness, if in his own habits, or words, or manner he daily manifests a lack of good breeding. Briefly we would say to the teacher—

1. Be yourself gentlemanly and polite,—in word, manner, and expression.

2. Require your pupils to speak to you and others pleasantly and politely. When they ask questions, insist on their doing it properly and courteously.

3. Impress upon them the importance of treating others with respect and of always speaking pleasantly and kindly. Lead them to feel that this will not only be right, but that it will also promote their usefulness and happiness, and contribute to the happiness of others.

Be sure to improve every opportunity for cultivating habits and expressions that shall be in accordance with rules of propriety and courtesy,—but be sure that you lure them in the right way by the influence of your own example. Example is powerful; if opposed to precept, it will nullify it;—but precept and example working in harmony are all-powerful.

## 5. PROVERBS WORTH PRESERVING.

Hasty people drink the wine of life scalding hot.

Death is the only master who takes his servants without a character. Content is the mother of good digestion.

When pride and poverty marry together, their children are want and crime.

Folly and pride walk side by side.

He that borrows binds himself with his neighbor's rope.

He that is too good for good advice, is too good for his neighbor's company.

Friends and photographs never flatter.

Wisdom is always at home to those who call.

The firmest friends ask the fewest favors.

## A BRITISH NATIONAL ANTHEM.

God save our gracious Queen!

Long live our noble Queen!

God save the Queen!

Send her victorious,

Happy and glorious,

Long to reign over us,

God save the Queen!

Our Albert Edward bless!

God grant him happiness!

God save the Prince!

Mercies His path surround;

Peace in his time abound;

With every virtue crowned,

Long live the Prince!

Great God! Thy blessings all

On Alexandra fall!

Be Thou her guide!

Whom loved Victoria's smile,

And British hearts, the while,

Welcome to Albion's Isle;

God bless the Bride!

Sovereign, of Power Divine!

In Heaven's most holy shrine

Confirm the truth

Plighted 'twixt England's heir

And Denmark's Daughter Fair!

God bless the Royal Pair!

God bless them both!

GEN. S. CLARKE.

### VIII. Short Critical Notices of Books.\*

— **HERBERT, OR TRUCK CHARITY.**—Boston: American Tract Society.—Few who have read *Ministering Children*, by Miss Charlesworth, will fail to remember the boy-hero of that beautiful book, and his sweet noble hearted sister, Miss Clifford. The Tract Society have done good service in reprinting that part of Miss Charlesworth's touching story relating to those two "ministering children." It will do good service to the cause of true religion wherever it is read, and cannot fail to exercise a most beneficial influence on any boy or girl who reads it. We commend it heartily.

— **HELPS OVER HARD PLACES, FOR BOYS.**—Boston: The American Tract Society.—This little book contains most valuable "helps" or hints for boys, conveyed in a most agreeable manner—that of a story; and no little boy can well resist listening to a story. This form, therefore, of rendering "help" has been adopted. Though the structure of some of the stories is a little artificial and constrained, yet the help is no less substantial in itself. To do what other boys do, and to avoid what others avoid, is simple and easy of comprehension to a child. We have no doubt that this book will prove a valuable aid to many of the young pilgrims into whose hands it may come.

— **HELPS OVER HARD PLACES, FOR GIRLS.**—Boston: The American Tract Society.—This little volume, like the preceding, contains a series of stories illustrative of the way in which girls can, "through God's help," get over the "hard places" of bad temper, unkindness, covetousness, envy, sullenness, and evil habits. Most of the stories are admirably told, and represent the experience of little girls.

— **THE PATHWAY OF PROMISE.** Boston: American Tract Society.—This is an attractive and valuable little work. Its purpose is "to set before the believer some of the gracious promises of God's Word, and to suggest some thoughts which may prove consolatory and encouraging to the Christian pilgrim as he journeys to his heavenly home."

— **THE TRANSPLANTED SHAMROCK.** Boston: American Tract Society.—This book contains a touching story of an Irish servant and her mother in one of the American cities. It teaches by contrasts, in an effective way, the duty of mistresses to their dependants in the family.

— **THE THRICE DAILY TEXT BOOK.** Boston: American Tract Society.—This is an excellent little book. It contains a text and a verse of poetry nicely arranged for morning, noon, and evening of every day in the month.

— **THE CELESTIAL CITY.** Boston: American Tract Society.—This book is a reprint of an English work, by the Rev. J. D. Burns, M.A., of London. It contains a series of beautiful sketches, or "glimpses within the gates," of the "Celestial City," founded upon several striking texts or passages in the Revelations, descriptive of the heavenly Jerusalem, its employments and its glories.

— **THE AMERICAN JOURNAL OF EDUCATION.**—This prince of the Educational Journals maintains its well-earned fame, and comes to us, as ever, freighted with the richest and best in principles, means and methods in education. No other American, perhaps no other man, has done so much as Dr. Barnard to give breadth and completeness to the expression of public education. The twelve volumes of this Journal, as well as former Journals under the control of the great American educator, are themselves abundant testimony of what one man may do, who has a high ideal, and presses towards it with a persistence which neglect, pecuniary loss, and even the apathy of professed friends, cannot check.—Dr. Barnard also publishes, in separate volumes, collated from the *Journal*, the following *Papers for the Teacher*, including (1) American Pedagogy; (2) Object Teaching and Methods of Primary Instruction in Great Britain; (3) German Schools and Pedagogy; (4) Educational Aphorisms and Suggestions; (5) English Pedagogy; (6) Pestalozzi and Pestalozzianism. These six volumes may be obtained at the Educational Depository, Toronto.

### IX. Educational Intelligence.

#### CANADA.

— **ELGIN COUNTY GRAMMAR SCHOOL.**—A very gratifying scene took place in the Grammar School on the close of the Winter term. It is not always that so happy a relation exists between teacher and taught, as is revealed in the following Address, which sufficiently speaks for itself. The Address was read on behalf of the other pupils by Master Merritt, one

\* Most of the books referred to in these notices can be obtained at the Educational Depository, Toronto.

of the senior pupils of the school, and the handsome articles of presentation were handed to Mr. Youngusband at the close of the reading. Mr. Youngusband made a suitable reply; and the school was afterwards addressed by His Honor Judge Hughes, Rev. Dr. Caulfield, John Scobie, Esq., M.P.P. for West Elgin, and the Rev. Mr. Rowland.—*Home Journal*.

— **PETERBORO UNION SCHOOL EXHIBITION.**—With the view of procuring funds for a gymnasium, in connection with the Union School of this town an "Exhibition" took place in the Lecture Room of the School house, which we are pleased to say was exceedingly well attended. The room was beautifully decorated with evergreens and tastefully executed floral designs. The exhibition was a decided success in every sense. Some of the young ladies executed many rather difficult pieces of music on the piano with excellent effect and the recitations were admirably delivered. The "exhibition" is an admirable plan for raising money for the school when money is needed, and we sincerely trust that whenever money is required for its benefit that the experiment of Thursday the 2nd of April last may be repeated.—*Review*.

— **COUNTY OF OXFORD TEACHERS' ASSOCIATION.**—Pursuant to notice given, the above Association met at Woodstock, East School, on Friday and Saturday, the 3rd and 4th ult. Mr. J. F. Cullen presiding. After some preliminary business, the meeting was opened with prayer by the Rev. W. C. Beardsall. Mr. McLean, delivered a lecture of thirty minutes duration on the "First Book of Lessons," approving of the first eight pages, at this point his approbation ceased; on page nine commences a series of lessons, vulgar, unconnected and plentifully interspersed with nick-names, such as Pat, Sam, Ned, Bob, etc. The want of continuity in the subjects of the lessons was highly condemned. After the sentence "Where do the French live?" "the euphonious one, "Can a whelp bark!" The call for English grammar was responded to by Mr. Ainsley. The parsing of the following sentences gave rise to a very pleasing and animated discussion, in which Messrs. Ward, McLean, McKay and Cullen participated: "The more true merit a man has, the more does he applaud it in others." "And there sat in a window a certain young man named Wattyhus." An interesting lecture having been delivered by the Rev. Wm. Stephenson. Moved by the Rev. W. C. Beardsall, seconded by Mr. Fraser, That the thanks of this association be tendered to the Rev. gentleman for his instructive lecture. Carried. Moved by R. McLean, seconded by M. F. Ainsley, That Mr. Cullen be requested to explain and illustrate his method of teaching English Grammar.—Carried. Moved by J. F. Cullen, seconded by Mrs. Atkins, That Messrs. Fraser and McCausland illustrate the method of teaching Geography, as adopted at the Normal School.—Carried. The above gentlemen acquitted themselves with credit and satisfaction to the Association. The female teachers criticising very closely. Moved by J. McCausland, seconded by S. Neil, That all female teachers in the County become Honorary Members of this Association, on signing their names to Constitution. Lost—the female teachers voting *contra*. The following teachers were appointed Essayists for next quarterly meeting. M. F. Ainsley, Canada; R. McLean, Geography; J. F. Cullen, Street Education. Moved by Miss Dundas, seconded by Miss Robertson, That the next meeting of the Association be held at Ingersoll.—Carried. The meeting then adjourned to meet again on the first Saturday of July.

— **LAW SCHOOL EXAMINATION.**—The annual examination of Law Students who attended the lectures delivered during vacation at the Law School of the Law Society, was, in pursuance of an order in convocation made in Hilary term last, held at Osgoode Hall on Thursday last. After a severe and searching test, the following gentlemen were found to have attained the standard fixed by the bench of the society, to entitle them to:—1. Richard T. W. Walkem, 320 marks; 2. James Watt, 302 marks; 3. George Kennedy, 278 marks; 4. George Holmstead, 263 marks; 5. John J. Stevens, 262 marks. The highest number of marks that could possibly have been obtained was 360—the standard being 240. Those who did not reach the standard are not classified. The gentlemen above named, besides receiving prizes, will be allowed two out of the four terms required to be kept by students before called to the bar.—*Leader*.

— **SUDDEN DEATH.**—Mr. Bonner, a student at the Normal School, and who attended to his duties there on Friday afternoon, took suddenly ill last Saturday morning. Drs. Newcomb and Berryman were called, and made every effort to save his life, notwithstanding which, however, he died on Sunday afternoon. A *post mortem* examination of the body was made by Drs. Newcomb, Berryman, and May, who discovered that perforation of the intestines was the cause of death.—*Ibid*.

— UNIVERSITY OF VICTORIA COLLEGE—ANNUAL CONVOCATION.—The proceedings by which the academic year 1862-3 of the above institution was last week terminated, were of an unusually interesting character. On Tuesday evening, the 12th inst., a large and important meeting of the Alumni Association, in connection with the university, was held in University Hall. Professor Kingston, M.A., the President of the Association, was in the chair. The following is the result of the election, which was by ballot, of the officers for the ensuing year:—President—W. Kerr, Esq., M.A., Cobourg; Vice-Presidents—Thos. Holden, B.A., Toronto, and D. G. Sutherland, B.A., Hamilton; Secretary—A. H. Rayner, B.A., Cobourg; Treasurer—D. W. Dumble, B.A., Cobourg; Committee—Five graduates of Victoria College, residing at Cobourg.

THE CONVOCATION.—The essays delivered by the Graduates in Arts, both in the forenoon and the afternoon, were of the usual excellence. The Registrar of the University, Prof. Wilson, presented the graduates in arts to the President, and Dr. Berryman the graduates in medicine. The proceedings, both in the forenoon and afternoon, were opened by prayer. The following is the list of degrees conferred and prizes presented:—**B.A.**—Thomas Adams, Hamilton Fisk Biggar, John Burwash, John B. Clarkson, John Cartwright Dettlor, Wm. Moore Elliott, Chas. E. Hickey; Henry Hough, J. E. Howell, David Kennedy, William Henry Lowe, Wm. Franklin Metcalf, Wm. Fred. Morrison, Alfred McLatchie, Robt. Shaw, Wm. C. Washington, Wm. Watson, Richard Watson Williams, and John Ryerson Youmans. **M.A.**—*In course*: W. Beattie, B.A.; *Ad eundem*: Henry Homer Hutton; *Honorary*: Rev. Jas. Spencer. **D.D.**—*Honorary*: Rev. Wellington Jeffers. **LL.B.**—William McCabe.

**M.D.**—James W. Alway, Joseph V. Brynning, Isaac Wesley Burkholder, Chas. Chamberlain, George Forbes, John Fulton, Donald Jackson, Culling C. Knowles, Wm. H. Law, Alex. Mackeracher, Samuel P. May, Loftus R. MacJones, William Philp, Jay W. Schooley, Alexander C. Sinclair, Wm. E. Smith, and George J. L. Spencer.

HONORS IN ARTS.—Gold Medal—Thomas Adams; Silver Medal—John Burwash. *Scripture History*—Ryerson Prize—Josiah E. Rodgers; second prize—Edward Charlton. *Metaphysical Prize*—David Kennedy. *English Essays*—Webster Prize (1st)—John B. Clarkson; Hodgins Prize (2nd)—John Edward Ross. *Prizes in Medicine*—Gold Medal—John Fulton; Silver Medal—W. Philp. *Grammar School Prizes*—*Scripture History*: First in their respective classes—John S. Lark, Charles R. W. Biggar, and E. S. Washington.

ESSAYS.—“Mission of Thought,” by Thomas Adams; “Constituents of Greatness,” by John Burwash; “The Future of British North America,” by William E. Elliott; “Great Men as Types,” by C. E. Hickey; “Realities of Life,” by D. Kennedy; “Mystery,” by John R. Youmans; “Valedictory,” by Henry Hough.

The past session has been one of great success. About three hundred students have been in constant attendance, while, as far as we can learn, no university in this Province has had in one year a larger graduating class in arts. The Faculty of Law, established during the past year, though but in its infancy, has met with most encouraging success—nearly twenty having presented themselves for examination in the different years. The *Conversazione* was held on Wednesday evening; William Kerr, Esq., M.A., President of the Alumni Association, ably presided over the meeting. Appropriate remarks were made by the Rev. Dr. Nelles; Thos. Holden, Esq., Toronto; William Beatty, Esq., Thorold; and the Rev. W. C. Henderson, B.A., of Kingston.—*Corres. Christian Guardian.*

— CANADIAN LITERARY INSTITUTE, WOODSTOCK.—On the 25th ult., the Students of the Canadian Literary Institute, presented their respected Principal, the Rev. R. A. Fyfe, D. D., with a neat and costly service of plate. The gift was wholly unexpected, and the presentation took the reverend gentleman by surprise. This graceful act of personal good-will and esteem was accompanied by an address, from which we make the following extract:—“In conclusion, we earnestly desire that you may long be spared to sustain your present relation as Principal: that you may be ably sustained in the exercise of your high calling; and that, under God the great aims of which our noble institution is the exponent may be carried out, viz:—The mental and moral instruction of youth of both sexes, and the training of young men for the gospel ministry—interests of great moment to every lover of God and mankind, and of the utmost importance to the Baptist denomination throughout Canada.” In reply, Dr. Duffe, in justice as he said, to the interest which the students felt in the prosperity of the Institute, gave a rapid, but interesting detail of the various attempts which had been made at different times to establish a Baptist College in

Canada. In doing so, he dwelt upon the points of difference in the organization of those which failed, and the present successful one—the Canadian Literary Institute.—*Woodstock Times.*

— BELLEVILLE SEMINARY EXAMINATIONS.—The Winter Term of the Belleville Seminary having closed on Wednesday, the 8th instant, public examinations of the several classes were held on Monday, Tuesday, and Wednesday. A friend who was present at the examination informs us that the students acquitted themselves creditably, giving evidence in most cases of studious application on their part, as well as most careful training on the part of their teachers. One feature of the examination, which must have been apparent to all, was the entire absence of any thing like examining for the occasion. We believe that the system of teaching pursued is one in which full confidence may be placed. The Exhibition on Tuesday evening, which was under the care of the Literary Society. On Wednesday evening the Exhibition was very successful. The essays and orations were all original, and many of the pieces were of a high order of merit.—*Intelligencer.*

— THE COLLEGE OF ST. THERESE, in Lower Canada, has commenced the teaching of agriculture as a science and art. The college possesses a farm of five hundred acres, which is to be tilled by the students, part of the day being devoted to this labour and part to the course of instruction at the college. The full and thorough course extends over three years and the terms for board and tuition are placed at the surprisingly low figure \$72 a year. A complete course may be taken in one year if desired.

— LAVAL UNIVERSITY.—Thursday last being the two-hundredth anniversary of the founding of the Quebec Seminary, it was celebrated in an imposing manner by the Professors and Students of that establishment. The courtyard was gaily decorated with flags of the different nationalities suspended from the windows of the building. A beautiful arch was erected at the entrance leading from the market square, with rows of evergreen extending toward the main gate. The chapel was gorgeously decorated with flowers and paintings, several altars being erected at the sides in addition to the main one. At six o'clock in the morning, a grand high mass was sung in thanksgiving for the success of the Seminary founded 200 years ago by Mgr. Laval. During the afternoon the chapel and grounds were visited by hundreds of our citizens. In the evening a grand vocal concert took place in the lecture hall of the Laval University, which was crowded to suffocation.

— UNIVERSITY OF MCGILL COLLEGE.—The Annual Meeting of the Convocation was held on the 15th inst., in the William Molson Hall, of this College. Mr. Principal Dawson presided. The proceedings having been opened with prayer, Mr. W. C. Baynes, B.A., the secretary, read the minutes of the last convocation, which were approved. Wm. Basby Lamb Esq., B.C.L., was then elected Fellow for the Faculty of Law, for this year; T. W. Jones, Esq., M.D., Fellow for the Faculty of Medicine; and Brown Champlin, Esq., B.A., was elected Fellow for the Faculty of Arts. Rev. Dr. Leach then read the following list of Students in Arts to whom prizes and honours were awarded: *Degree of B. A.*—Norman William Trenholme, Sampson Paul Robbins, Lemuel Cushing, Thomas Fairbairn, Leonidas Heber Davidson, Charles Peers Davidson, Richard John Wicksteed, Elisha Joseph Fessenden, David Prescott Merritt, Frederick Lyman, David Ross McCord, John D. Clowe. *Graduates in Civil Engineering.*—George Edwards, Maurice Gaviller, John Lestock Reid.

HONOURS AND PRIZES. *Graduating Class.*—Chapman Gold Medal, for General Standing and First Rank Honours in Moral Philosophy and Rhetoric, Norman William Trenholme. Prince of Wales Gold Medal, for Mathematics and Natural Philosophy, Sampson Paul Robbins. Honours in Classics—First Rank Honours, Lemuel Cushing. First Rank Honours, Richard John Wicksteed. Honours in Moral Philosophy and Rhetoric—Second Rank Honours, Thomas Fairbairn, \*Certificate in German, advanced course, Lemuel Cushing, \*Certificate in German, Elementary Course.—*Students of the Third Year.*—Archibald Duff—First Rank General Honours; First Rank Honors in Mathematics and Natural Philosophy; —. McGregor—First Rank General Honors; Prize in Rhetoric; \*Certificate in French. Alvan F. Sherrill—First Rank General Honours; First Rank Honours in Classics; Certificate in German John Alexander Bothwell—Second Rank General Honours; First Rank Honors in Rhetoric; Prize in Rhetoric for Essay; Prize in Zoology. George Austin Pease—Second Rank General Honors; First Rank Honors in Classics. John A. Muir—\*Certificate in German. *Students of the Second Year.*—Robert Wardrop—First Rank General Honors; First Rank Honors in Mathematics; \*Cer-

\* Certificates are of the same value as prizes, in respect of honour.

tificate in Classics; Certificate in Botany. Edward Horatio Kraus—First Rank General Honours; First Rank Honours in Logic; Prize in Logic; \*Certificate in Classics, in French, in Botany. Robert Short—in Logic for Essay. *Students of the First Year.*—M. B. Bethune—First Rank General Honours; First Rank Honours in Mathematics; \*Certificate in Classics.—J. De W. Anderson—Prize in English Literature; \*Certificate in Classics. Louis Hart.—Prize for Essay on the English Language, under the signature of "Junius" Prize for Essay on the European Languages.

ENGINEERING STUDENTS. *First Year.*—G. P. Rixford—\*Certificate in Chemistry; in Surveying, in Drawing.

Mr. John A. Bothwell, Durham, who had written the prize essay in the Arts Faculty, was called up to read a portion of his thesis, which he did, receiving applause on several occasions. The graduates entitled to the Degree of B. A. were now called up and capped with the usual ceremony. Prof. Robins, one of those who had received the Degree of B. A., read an able and well-worded valedictory, which was frequently applauded. The names of those who received the Degree of M. A. are Arthur H. Plimsoll and Jas. L. Mason. Rev. Prof. Cornish, Prof. of Classical Literature, delivered an excellent parting address to the graduates. Mr. Principal Dawson now addressed the meeting, announcing that the gentlemen on whom the honorary degree of M. A. had been conferred this year were Rev. A. F. Kemp and Rev. Prof. Cornish, whose services in behalf of education were warmly eulogised. The meeting was brought to a close with the Benediction, pronounced by Rev. Mr. Cornish.—*Mon. Gazette.*

—QUEEN'S COLLEGE UNIVERSITY.—A meeting of the Convocation of Queen's University was held on 26th March, for the purpose of conferring degrees in Medicine upon those students in Queen's College who had passed the necessary examinations. The Dean of the Faculty of Medicine, John R. Dickson, M.D., in announcing the names, said there was no University with which he was acquainted that had a fuller or more rigid course of examination. He observed that they had their Doctors of Medicine in all parts of the world. Some of them were in the Royal Navy, others in California and British Columbia, and some in Australia. One of the graduates in Australia had lately been delivering a course of lectures on scientific subjects, and, he had heard, had lately performed some intricate operations in surgery. This showed that in nine years the College had made progress. The Principal then proceeded to confer the degree of Doctor of Medicine upon the following gentlemen:—A. K. Aylesworth, James Beckett, John L. Bray, John Channenhouse, William F. Coleman, William D. Elwell, Edward G. Ferguson, B. B. Ferguson, T. B. Powells, Isaac F. Ingersoll, Chamberlain A. Irwin, Robert Kincaid, James McCammon, Thomas L. McLeau, Andrew Moore, Alfred S. Oliver, Thomas K. Ross, Joseph B. Rattan, John R. Smith, Thomas Sullivan, Joseph W. Shirley, — Watson, M.D., John A. Wilson, Horace P. Yeomans, B.A.—*News.*

—MEETING OF QUEEN'S UNIVERSITY CONVOCATION.—At the Convocation of Queen's College, on the 30th ult, degrees were conferred upon graduates in Theology, Arts, and Law. Convocation Hall was well filled with ladies and gentlemen, and the platform was occupied by Trustees, Professors, clergymen and graduates. The Principal, the Rev. Dr. Leitch, took the chair.—The Registrar read a minute of the Senatus Academicus, conferring the degree of Doctor of Law upon—The Hon. John Alexander Macdonald, ex-Attorney-General West, and the Rev. Michael Willis, Principal of Knox's College, Toronto. The ceremony of lauration was proceeded with, and the following graduates received their diplomas:—Bachelor of Divinity.—Donald Ross, M.A. Bachelor of Law.—J. P. Gildersleeve, with honours; A. F. Drummond, do; C. V. Price, do; Edward Boyd, do; Joseph Buckley, do. Master of Arts.—John S. Lockhead, B.A.; Duncan Macdonald, B.A.; John K. McMorine, B.A.; James Currie Smith, B.A. Bachelor of Arts.—William Rutherford Bain, Daniel Edmonstone, Thomas Brooks Ferguson, E. Baldwin Fralick, Alexander Jamieson, with honours; Robert Jardine, with honours in Classics, Mathematics, Natural History and Natural Philosophy; Robert Mudie, John V. Noel, with honours in Literature; James Sheal, George Thompson, George Augustus Yeomans. Doctor of Medicine.—Dr. Watson, a medical graduate, was also capped, he not having been present at the last meeting. The usual congratulations between the students and professors having taken place, the principal announced the names of those students who had passed the annual University examination, also the names of those who had received class certificates and gained scholarships. The prizes were next distributed, and the principal delivered a valedictory address, after which the meeting was dismissed. At the close meeting of Convocation held immediately afterward, the election of a Fellow in each faculty was proceeded with. On

motion of the Rev. Dr. Urquhart, seconded by the Rev. Mr. ———, Mr. Donald Ross, M.A., B.D., was elected fellow of the faculty of Divinity. Two gentlemen were nominated for the Fellowship in arts—Mr. John Maule Machar, M.A., Kingston, and Mr. Craig, B.A., Kingston. Mr. Machar received a large majority of suffrages, and was elected. In the Faculty of Law there were three gentlemen nominated, respectively, Messrs. J. P. Gildersleeve, C. V. Price, and — Drummond. The first vote showing that the choice of the Convocation lay between Messrs. Price and Drummond, a second vote was taken, when Mr. Price received 23 votes and Mr. Drummond 25. Mr. Gildersleeve had received 19 votes. Mr. Drummond was consequently declared elected. In the Faculty of Medicine there was no election. *Number of Graduates in Session 1862-3.*—In Theology—B.D. 1. In Law—LL.D. 2; LL.B. 5. In Medicine—M.D. 25. In Arts.—M.A. 4; B.A. 11. Total, 48.—*Kingston News.*

## X. Literary and Scientific Intelligence.

—THE ENTOMOLOGICAL SOCIETY OF CANADA.—On Thursday last, the 15th instant, a meeting of Entomologists was held in the rooms of the Canadian Institute of this city, for the purpose of organizing the above Society. The following gentlemen were present:—Professors Hincks and Croft, Drs. Cowdry and Morris, the Rev. C. J. Bethune, Messrs. W. Saunders of London, Sangster, Hubbert, and H. Cowdry. Professor Hincks occupied the chair. The following resolutions were unanimously adopted:—1. That a Society be formed, to be called the Entomological Society of Canada, consisting of all students and lovers of entomology, who shall express their desire to join it and conform to its regulations. 2. That its officers shall consist of a President, a Secretary-Treasurer, and a Curator, to be elected annually at the first general meeting in each year, whose duty it shall be to manage all the affairs of the Society. 3. That the annual contribution of members shall be two dollars. 4. That application be made to the Canadian Institute for the use of a room in their building for the purposes of the Society. 5. That two separate collections be formed, a general one to be the property of the Canadian Institute, and a duplicate one to be the property of the Society, and to consist of all surplus specimens contributed to the Society by members; and that all members be at liberty to exchange species for species, under the supervision of the Curator. 6. That the meetings be held at 8 p.m. on the first Tuesday in each month, and that special meetings may be called, when necessary, by the officers. 7. That Professor Croft be the President for the present year, that Mr. William Saunders be the Secretary-Treasurer, and Mr. Hubbert the Curator. 8. That the President be authorised to bring the subject before the council of the Canadian Institute at its next meeting. The following papers were then read to the Society:—"Remarks on the Spring insects of Canada," by the Rev. C. J. Bethune; "On the Canadian Arctiadae," by Mr. W. Saunders. The Society then adjourned.—*Leader.*

—AMERICAN AGRICULTURAL COLLEGE.—Congress has recently passed a Bill giving to each State 30,000 acres of land for each senator and representative in Congress from said State under the apportionment made in the census of 1860. Each State is to use this land for the purpose of "endowment, support and maintenance of at least one college where the leading object shall be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are relative to agriculture and the mechanic arts."

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