

Technical and Bibliographic Notes / Notes techniques et bibliographiques

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

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

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

JOURNAL OF EDUCATION,

Upper



Canada.

VOL. XIV.

TORONTO : APRIL, 1861.

No. 4.

CONTENTS OF THIS NUMBER.

	PAGE
I. INFLUENCE OF PERNICIOUS LITERATURE UPON THE YOUTHFUL MIND (2) Suggestions for Household Libraries. (3) Thoughts on Books, by Eminent Authors. (4) Books Published in France. (5) Book Exports of France in 1860. (6) The Art of Reading. (7) Healthful Exercise of Reading aloud. (8) Rules for Reading.....	49 51
II. PAPERS ON PHYSIOLOGY AND HEALTH—(1) Medical Opinion on the Importance of Teaching Physiology and the Laws of Health in Common Schools. (2) Florence Nightingale on the Care of the Sick. (3) Air necessary for Life and Health. (4) The Tongue a Health Indicator. (5) Useful Medical Hints. (6) Errors about Sleep. (7) Valuable Suggestions to Promote Health. (8) The Fatal Operation of Cold. (9) Little Children's Dresses. (10) Virtue and Health from Eight to Sixteen. (11) Physical Training in Common Schools.....	52
III. EDITORIALS—(1) Official Replies of Chief Superintendent. (2) Original Communications. (3) Influence of Pernicious Literature. (4) Sample of Education in our Common Schools.....	56
IV. PAPERS ON PRACTICAL EDUCATION—(1) Arguments for Free Schools. (2) Never too Old to Learn. (3) The School Value of "Good Morning." (4) The Responsibility of Boys.....	57
V. BIOGRAPHICAL SKETCHES—No. 11. H. R. H. the Duchess of Kent. (12) Removal of the Remains of Columbus. (13) Miller's Monument.....	58
VI. MISCELLANEOUS—(1) "Give us your Blessing, Mother!" (2) The Two Gifts. (3) Transforming Power of Vice. (4) A beautiful Faith. (5) The Indelible Nature of Influence. (6) What is the Palmetto? (7) Origin of English Law.....	59
VII. PAPERS ON PHYSICAL GEOGRAPHY.....	61
VIII. SHORT CRITICAL NOTICES OF BOOKS.....	62
IX. EDUCATIONAL INTELLIGENCE.....	62
X. DEPARTMENTAL NOTICES AND ADVERTISEMENTS.....	64

INFLUENCE OF PERNICIOUS LITERATURE UPON THE YOUTHFUL MIND OF CANADA.

In continuation of, or as a supplementary paper to, the article on "*Free Public Libraries in Upper Canada*," which was published in this *Journal* for February last, we now insert a narrative (furnished by an intelligent correspondent) of the manner in which several young lads in a flourishing town possessed themselves of a library of pernicious books. The writer gives a detail of the discovery and destruction of these books, and of the steps which were immediately taken to prevent a recurrence of the evil.

As a sequel to this narrative we also insert another communication from a clerical correspondent who attended the unfortunate young Harter, executed at the early age of nineteen years at Brockville for the foul crime of murder—a deed prompted in his case by the pernicious influence of the exciting tales and romances of a popular newspaper.

These two cases—one the natural sequence of the other—occurred at parts of the country entirely separate from each other, and at about the same time. They both suggest painful thoughts. Their occurrence goes far to justify the course which has been steadily pursued by the Educational Department, in waging war against an irresponsible mode which interested parties advocate of supplying library reading books for the young, and shows the wisdom of exercising, as has been done, a strict vigilance over this most important part of our system of public instruction.

The first narrative proceeds as follows:—

"A great deal has been already said and written on the pernicious tendency of much of our cheap literature. I refer more especially to the sensation novels of the Sylvanus Cobb school, the daring exploits and love adventures of pirates and highwaymen, and the more directly immoral writings of the Reynold's type. It is not my intention in the following article to enter into any analysis of those productions, or to speculate on the amount of mischief done by their wide-spread influence. I wish only to call the attention of teachers to the lamentable state of the case as it now stands, illustrating it with a fact which has come under my own notice.

"Books of this class are now to be purchased from booksellers who not only profess to be moral, but who court the character of being religious men; and, even worse still, many of what may be considered the less directly immoral of these books are admitted into the family circle, either through ignorance of the dangerous nature of their contents, or from a short-sighted philosophy, that the young had better read almost anything in the shape of a book, than read nothing at all,—as if this were the only, or indeed, the natural alternative; and in the case of boys, that such reading is decidedly preferable to the bar-room, the billiard-table, or other disreputable places, forgetting that these very books are often the guides and precursors to dissipation and profligacy. And this is the more to be deplored, when books of a purely moral tendency, equally entertaining, as eagerly read, when commenced, and leaving no sting behind, are now within the reach of every school boy and school girl in our highly favoured Canada. Surely the time will soon come when the influence of our School Libraries will quite cure, as it has already much modified, the morbid appetite for sensation novels, disreputable and immoral tales, based on profligacy and crime, or even those aimless, sickly, mamby-pamby love stories, which are as unlike real life as Gulliver's account of the Island of Laputa.

"This 'consummation' so 'devoutly to be wished,' requires some care and discrimination, however, on the part of those who select and serve up juvenile mental pabulum. A library for the young, to be really effective for good, must combine the amusing with the instructive; 'All work and no play,' &c., is no less true in reference to mental, than to physical occupation; and the School Board, who, in their wisdom, supply only books on science, dry history, and the philosophies, may expect the young people of the school to introduce books of another class, which, though less scientific and philosophical, are to them

decidedly more entertaining and attractive. And the danger is, that in making their own selections they may not in all instances be influenced by a due appreciation of truth, morality, and virtue. In illustration of this, I shall state a circumstance which occurred under my own observation. One of the largest public schools in the Province was supplied with a School Library from the Educational Department, at the time the school was opened. The library consisted of 400 volumes, and had been selected by one of the trustees, a man of some education, and of considerable taste in the choice of books, but holding conscientious scruples against admitting any thing into a school library which could be classed under the name of 'fiction.' A very excellent library was the result of his selection, but consisting wholly of 'strong meat,' and therefore somewhat hard of digestion; no 'new milk' for babes, nothing which could be styled *light reading*—not even a *Robinson Crusoe*, a *Swiss Family Robinson*, or *The Boy Hunters*; all were scientific, instructive, improving, and often, I fear, repulsive.* The library has been in operation ever since, some of the books have been carefully read, no doubt; but more than half of them, I am sure, have hardly ever been opened. I do not mean to say that good has not been done, for a few of the boys read, and read regularly; but a circumstance came to the knowledge of the head master some time ago which convinced him that though his boys, many of them, did not much relish the school library, they were fond of reading nevertheless. A book was found in the possession of one of the boys which not only did not belong to the school library, but would have been a disgrace to any library, public or private. On making enquiry it was discovered that two of the boys had entered into a partnership or contract for supplying palatable reading, at the low price of a penny a book—these pennies to be devoted to the purchase of an additional volume as soon as they amounted to a quarter of a dollar, the usual price of the books they considered most readable. The head master having thus found a clue to the whole matter, went to the father of that boy who acted as their librarian and asked permission to examine the young men's library. The father, at first, expressed some astonishment at the request, saying that his son, he believed, had some books locked up in a box, but that the boy always carried the key; and although he had frequently seen him give books to school boys, he had never suspected that they were of a pernicious tendency. The box, however, was opened in the presence of the boy's parents, and over seventy volumes were tumbled out, and without one exception they consisted of the cheap paper-covered literature to which I have referred. Sylvanus Cobb with his love and murder; stories of highwaymen, from *Dick Turpin* to *Paul Clifford*; lives of opera girls *et hoc genus omne*, and the very worst of Reynolds' filthy and exciting publications. There they lay, 'tattered and torn,' dirty and coverless, evidently extensively loaned and carefully studied—in striking contrast with the spotless state of *Hume's England* and *Gibbon's Rome* in the School Library. Mrs. A — and the head master set themselves to the work of dividing the clean from the unclean, or rather unclean from the filthy; and out of the seventy volumes over forty were put apart as fit only for the flames, and the rest were to be put beyond the reach of the young lad whose vested rights in a locked box had that day been so unceremoniously interfered with. When I remonstrated with the bookseller who supplied the boys with these books, he replied that to *sell books* was his business, and not to pick and choose for people. If they wished to buy, he was willing to keep all kinds to please them.

"I would not like to say in how far the in attractive nature of the school library was to blame for this boys' library, or how far the thing may be prevented in other instances, by a judicious selection of attractive reading for the young; but I think I may say confidently that, since an addition has been made to the library including books of this class, more books have been read, and, as far as I can learn, there has been a complete break up of the organization for the supply of cheap novels; and I believe that a healthier moral tone in the choice of reading is becoming more general among the pupils.

"Such are the facts of the case; and, without attempting to moralize, I leave them with those interested in the education of the young as food for reflection and warning."

HARTER THE MURDERER—PERNICIOUS EFFECTS OF FICTION AND THE LIGHT LITERATURE OF THE DAY.

COMMUNICATED BY THE REV. J. H. JOHNSON, M.A.

"On the 20th December last, between the hours of 12 and 1, a healthy, robust young man, of prepossessing appearance, and considerably more than average abilities, was publicly executed in the Town of Brockville, Upper Canada. I say *young*, for he was between nineteen and twenty years of age; and when he committed

* This fatal mistake in selecting for a public school library none but so-called *standard works* has frequently been pointed out by the Educational Department, as failure in the success of a library of such books has invariably been the result. We hope that the effect of this practical illustration will not be lost sight of.

the awful crime for which he underwent the extreme penalty of the law, he was but eighteen past.

"And what, it may be asked, was the social position, and what had been the antecedents of one who thus early in life imbrued his hands in the blood of a fellow creature? Usually murderers belong to the very dregs of society, they have come up under the direst influences, been schooled in vice, and surrounded by the vilest companions. And it may be safely assumed that ninety per cent. of those who commit capital offences have had no educational advantages, and at least an equal proportion of them have been addicted to intemperance, and perpetrated their crimes while in a state of partial intoxication.

"The unfortunate youth whose name heads this paper, forms an exception to the rule. His parents were pious, and in the humble walks of life as agriculturists, were respected by the community. This son had a common English education, and attended Sabbath School and public preaching regularly, till he was more than sixteen years of age. He never acquired drinking habits, though on the morning of the fatal day of his bloody deed, he fortified himself to perpetrate it by partaking of the intoxicating draught. But he conceived the horrible design under far different circumstances, and traced his career of guilt to quite another source. Let us inquire a little into his history:—

"Edgar E. Harter was born in Herkimer County, N. Y., on June 11th, 1841. He was one of eight children. His parents were members of the Dutch Reformed Church. Edgar while in prison bore testimony to the deep-toned piety of his parents, particularly his mother, whom he never mentioned but in terms of tender affection. They sent him to school and attended strictly to his religious instruction. He proved himself to be a clever youth, and was a general favourite in the neighbourhood, as I learned from a memorial in his favour, signed by the principal men of Herkimer, and forwarded to Sir Fenwick Williams, the Administrator of our Government. He was possessed of a superior mechanical genius, and had a strong desire to learn a trade, but never enjoyed the opportunity to do so. He left home about two years ago, and worked in the employment of a maternal uncle named *Doxstater*, near the village of Watertown. The uncle appears to have been a man of correct habits, and to have treated him with marked kindness. But unfortunately while there he acquired those mental habits which dissipated his religious instruction, and undermined those virtuous principles which he had received in his earlier years.

"He formed the acquaintance of several young men of his own age who had cultivated a taste for the light literature of the day. In the present age works of fiction are furnished in a cheap as well as attractive form. Our American neighbours seem to be inundated with them. Large publishing houses in New York and other places are mainly supported by the demand for these pernicious works; booksellers throughout the Union, and I regret to say, throughout Canada too, are engaged in their sale; and the corrupt seed is scattered broadcast over the land. These young men formed a club to take the *New York Ledger*, and it was this publication he alleged to me and others, first gave him a disrelish for the Bible and other religious books. Knowing his uncle's aversion to such periodicals, he used to steal away into some secret place, and there greedily devour the contents of the *Ledger*. In fact, so fascinated did he become with the tales contained in the publication, that he was impatient for the period to arrive when the next number should come to hand. He esteemed the *Ledger* more than the Word of God, and longed for it more intensely than for his daily bread.

"The effect of this new development in his mental and moral nature may easily be surmised. It was impossible that his mind should be so absorbed with anything, and not experience some striking results. By a natural law the moral, as well as the physical man, partakes of the character of the aliments on which it subsists. Educators of youth well understand this principle, and carefully select the books they place in the hands of children. Benevolent men also, sometimes at a sacrifice, furnish the growing demand for cheap periodical literature, by publishing tracts, magazines, or newspapers of a moral or religious character, by truthful tales and easy sketches, gratifying the taste, and affording an agreeable relaxation from study, without vitiating the mind or endangering the morals of the young.

"With respect to the *New York Ledger*, it cannot be disputed that it contains many excellent articles. Some of these would do credit to our best religious magazines. But herein consists its greatest danger. Were all its papers and paragraphs of a vicious character, the periodical would be generally shunned; it would rank in the general category of immoral publications. It would be excluded from respectable society, and its circulation would be greatly circumscribed. Now, however, in the United States and in Canada, go where you will, the universal *Ledger* is to be met with. Like the frogs of Egypt, it may be seen all over the land, in all the houses, and even in the 'bed chambers.' The greater part of each

number is occupied with fiction. Attractive wood-cuts meet the eye, which are placed at the head of columns to illustrate the tragical tales which follow. These are the sketches which draw the attention of youth and inflame their imagination. The desire for this description of reading increases with every gratification of it. Those only who have been addicted to novel reading can appreciate the full extent of the fascination. Soon the desire becomes a ruling passion. Like the dram-drinker or the opium eater, the poor victim has no rest till he obtains his favorite supply, and then he finds it affords him no real satisfaction; it but augments his misery. He wishes, but on his wishes other vain wishes grow. The novel reader is a man of uneasiness and discontent: he possesses a continual hankering after some thing, he himself scarcely knows what. He resorts to his customary fiction, but he is still unhappy.

"Young Harter read these tales, and he was seized with a desire for deeds of daring. He felt himself to be in a new world. Being naturally of a lively imagination, and an excitable temperament, his mind was filled with a morbid sentimentality, and a mock heroism. He soared in a region of fancy, and breathed an atmosphere of fiction. He read of thefts, and forgeries, and robberies, and murders,—of men who abandoned the influences of home, and sought their fortunes in foreign lands. The scenes they passed through deeply interested him. Why should he not do some thing to distinguish himself? His ardent nature longed for a sphere of action. He was poor, and he must possess himself of the necessary means; he committed a forgery in the name of his uncle, and raised money to take him to California. He set out on his journey, but squandered the whole before he left his native State. Through the forbearance of the uncle, and the kindness of other friends, he was admitted back into the neighbourhood, and the difficulty was adjusted. Soon after he hired a span of horses at a livery stable, and travelled to a distance, with a view to selling them. He was overtaken, and the horses were returned. The interposition of friends once more saved him; but partly with a desire to escape the scene of his disgrace, and partly with the object of seeking his fortune and gratifying his love of adventure, he made up his mind to come over into Canada. It was arranged that his cousin Morgan Doxstater, a son of the above mentioned uncle, should accompany him; and in May last the two crossed over to a place called Rockport on the Canadian shore, and made their way to the vicinity of Farmersville, County of Leeds. Here they obtained employment with a farmer; but Harter, having acquired a dislike towards Doxstater, conceived the plan of murdering him, and sinking his body in the Charleston Lake, a few miles distant. The known causes of the dislike were so trivial, and the incentives to the bloody deed so slight, that many surmises were indulged in, and several extravagant stories were put into circulation, as to the connexion of the two with other crimes which this was intended to conceal. Harter and his friends persistently denied all such imputations, with the exceptions of the forgery and the theft already specified. I visited him in his cell on an average four times a week, during the six weeks of his confinement after he received his sentence, and he never could account satisfactorily for the crime, or assign any adequate motive for it. He said he seemed to be performing some heroic deed, whose appalling nature he could not realize, and he perpetrated it with a hilarity of spirits and a completeness in the execution, which can scarcely be accounted for in so young a person, on any principle other than the influence of fiction upon his mind. He concluded it would be but to get rid of his cousin, but he never thought of abandoning him secretly, and thus leaving him to shift for himself,—he thought it would be a great achievement, a fine adventure, to dispose of him on the lonely shores of the romantic Charleston Lake, and thrust him beneath the smooth waters!

"He shot him through the head as the cousin sat in the boat, and this shot not proving fatal—for Doxstater was able to sit up after the shot, and converse with Harter about the "accident," as the one pretended, and the other supposed it to be—he sprang upon the shore and seized a club, with which he fractured the skull, and laid his cousin's body lifeless in the water. But I need not detail the incidents connected with this tragedy, already familiar to most readers. Poor Harter paid a terrible penalty for his crime, and fully acknowledged the justness of the law which demanded his execution. Suffice it to say here, that by means of the sacred Scriptures, religious conversation, and prayer, he was brought to a sense of his condition, and gave evidence of a moral change. I spent the greater part of the night with him before his execution, and attended him on the scaffold, and I have little doubt but that his contrition was sincere. At his request I wrote to his mother, giving a full account of my visits to him, and the particulars of the execution; to which letter I received such an acknowledgment as must have elicited sympathy in any breast with the heart-broken mother.

"The case of Harter teaches an instructive lesson. The young should learn from it to avoid the *New York Ledger*, and novels in

general. But for the influence of these baneful works, so far as can be judged by man, Edgar E. Harter might have been still living, and respected in society. We know not that any other instrumentalities would have been potent enough to destroy those moral safeguards which religion had thrown around him. This paper is prepared with the hope that the fate of Harter may prove a warning to others. 'Let him that standeth take heed lest he fall.' Though the instances in which such dreadful results may be traced to novel-reading, may be comparatively few, who can estimate the amount of mischief, directly and indirectly inflicted upon society by these publications! Multitudes have been led to enter upon a wandering course of life, - instability in industrial pursuits, fickleness of purpose, and the most wretchedly loose mental habits, are directly connected with the practice of perusing fiction. It is fatal to piety in every instance, and its effects upon the cause of education are incalculably deleterious. A novel reader can never be a successful student. Mental discipline, so necessary to the attainment of eminence in letters, and so much induced too by a thorough course of literary training, is impossible where the taste for fiction has become formed.

"Yet Christian parents have these works on their parlor tables, and place them in the hands of their children—perhaps to be in the fashion—and religious men engaged in the book-trade sell them, because there is profit from the sale, and their customers must be accommodated! The moral responsibility of those who manufacture and those who vend such trash to feed the intellect of the young can not be over estimated. All classes who have abandoned themselves to the practice of perusing these light articles are objects of commiseration. The aged as well as the young are the slaves of this appetite. By all the considerations of personal happiness here and hereafter, by the fearful consequences of their example upon the rising generation, and by the desire to promote mental culture, and disseminate religious information throughout the community, let all who are tinctured with the evil discard it at once and forever.

"*Montreal, 14th March, 1861.*"

2. SUGGESTIONS FOR HOUSEHOLD LIBRARIES.

There are several questions connected with the purchase of books for a Household Library, which are worthy of consideration. Every head of a family, it may be presumed in this period of general intelligence, is desirous to possess for his wife, his children, and for himself, a certain number of well-selected books. A book-case is in fact an indispensable article of furniture. All have books of some kind or other. How shall they be best chosen, and purchased to the best advantage?

The ordinary condition under which the books in a house are brought together, may be described as a chance medley. They are selected on no system, and, consequently, when the immediate occasion of their perusal has gone by, have very little value. What a different story is told in a glance at the well-constructed book-case of a gentleman or lady who has given a little of the attention to the choice of its contents which would be bestowed upon the selection of the pattern of a window-curtain or a sofa. Yet books are the most telling furniture which can be placed in a room. Every visitor of intelligence is immediately irresistibly attracted to the perusal of their titles; and an opinion is formed at once from them, of the taste and cultivation of the family. Pictures and Engravings are getting to be generally appreciated, and, next to a picture on a wall, in point of interest and effect, is the book on the centre-table or the shelf. How deplorable and chilling a dull collection! The reader may recall the anecdote of Dr. Johnson at the house of the eminent virtuoso, Mr. Cambridge. He was there one day in company with Sir Joshua Reynolds, and had no sooner, says Boswell, made his bow, than he ran eagerly to one side of the room to inspect the books on the shelves. "He runs to the books," says the artist, "as I do to the pictures." There he was gratified, for his host was a man of exquisite taste. How cheerful and inviting the friendly names of good authors and long-established favorites, reviving a hundred pleasing recollections of past enjoyment as you approach them! A man, says the old proverb, is known by his companions. How true is this of the companions of our better hours of ease and retirement, the volumes which we keep at hand, the solace and amusement of our cares, the impulses of our nobler actions.

All persons, we have no doubt, would have a choice collection of books in preference to a comparatively indifferent and valueless one. But all have not the time or opportunity to make the selection. It is not an easy thing to make a tasteful gathering of any objects—the plants for your garden, the china for your table, the clothes for yourself or your children—in fine, of whatever is thrust before us in heaps, the common and worthless of course preponderating. There is money enough spent annually in the country upon tasteless

and absolutely offensive things, to purchase articles of the highest gusto and value. It is not the cost of the good article which is so much the difficulty, as the not knowing how to procure it.

3. THOUGHTS ON BOOKS BY EMINENT AUTHORS.

Books are a substantial world.—*Wordsworth*.

They offer to us the intellectual wealth which the observation, experience, and researches of successive generations have been accumulating.—*Edwards*.

Books are the voices of the distant and the dead: they make us heirs of the spiritual life of past ages.—*Channing*.

Leisure without books is the sepulchre of the living soul.—*Seneca*.

They are among the sweetest luxuries of our world: they do contain a potencie of life in them, to be as active as that soul whose progeny they are; nay, they do preserve as in a violl the purest efficacie and extraction of that living intellect that bred them. A good book is the precious life-blood of a master spirit, embalmed and treasured up on purpose to a life beyond life.—*Milton's Arcopagitica*.

4. BOOKS PUBLISHED IN FRANCE.

A remarkable coincidence in the number of Books published in France, during the last two years, is exhibited in the annual return of the "*Bibliographie de la France*." In 1859 the lists show a total of 11,905 articles; in 1860, of 11,862; and literary statistics are so carefully collected in France, that there is no doubt of their accuracy.

5. BOOK EXPORTS OF FRANCE IN 1860.

During last year, the value of the book exports of France amounted to more than \$2,500,000.

6. THE ART OF READING.

In a recent address at the dedication of a school-house, the Hon. Edward Everett thus spoke of the art of reading:—"There is really nothing which we learn in after life, which, philosophically considered, is more important—more wonderful, I will say—than the art of reading. I mean that there is no single branch of knowledge—nay, not all the branches united, which are taught at academies and colleges—more important, more wonderful, than this astonishing operation, by which we cast our eyes over a page of white paper, charged with certain written or printed black marks, and straightway become acquainted with what was done and said on the other side of the Atlantic a month ago; nay, what was done and said in Rome, in Greece, in Palestine, two or three thousand years ago! And yet this is what we do when we learn to read. Then, besides the mere ability to read, which we all acquire at school, there is the important faculty of reading with expression, grace, power: in a word, with effect, which constitutes a most admirable resource for the entertainment and instruction of the fireside, and renders all public occasions and exercises that consist in whole or in part reading, vastly more agreeable and impressive. To the art of reading, in this acceptation, more attention ought, in my opinion, to be paid in our grammar schools. It is of far greater importance to the majority of those educated in our schools, than the art of speaking. It has been said that no civilized nation at the present day is so deficient in agreeable and finished speech as our own; and I know no better way in which the defect is to be remedied, than by skillful training and unremitting practice in reading in our grammar schools."—*The Schoolmaster*.

7. HEALTHFUL EXERCISE OF READING ALOUD.

Reading aloud is one of those exercises which combines mental and muscular effort, and hence has a double advantage. It is an accomplishment which may be cultivated alone—perhaps better alone than under a teacher—for then a naturalness of intonation will be acquired from instinct rather than art; the most that is required being that the person practising should make an effort to command the mind of the author, and the sense of the subject.

To read well, a person should not only understand the subject, but should hear his own voice, and feel within him that every syllable was distinctly enunciated, while there is an instinct presiding which modulates the voice to the number and distance of the hearer. Every public speaker ought to be able to tell whether he is indistinctly heard by the farthest auditor in the room; if he is not, it is from a want of proper judgment and observation.

Reading aloud perhaps develops the lungs just as singing does, if properly performed. The effect is to induce the drawing of a

long breath every once in a while, oftener and deeper than of reading without enunciating. These deep inhalations never fail to develop the capacity of the lungs in direct proportion to their practice.

Common consumption begins uniformly with imperfect, insufficient breathing; it is the characteristic of the disease that the breath becomes shorter and shorter through weary months, down to the close of life, and whatever counteracts that short breathing, whatever promotes deeper inspirations, is curative to that extent, inevitably and under all circumstances. Let any person make the experiment by reading this page aloud, and in less than three minutes the instinct of a long breath will show itself. This reading aloud develops a weak voice, and makes it sonorous. It has great efficiency, also, in making the tones clear and distinct, freeing them from that annoying hoarseness which the unaccustomed reader exhibits before he has gone over half a page, when he has to stop and hem, and clear away, to the confusion of himself as much as that of the subject.

This loud reading, when properly done, has a great agency in inducing vocal power, on the same principle that all muscles are strengthened by exercise, those of the voice-making organs being no exception to the general rule. Hence, in many cases, absolute silence diminishes the vocal power, just as the protracted non-use of the arm of the Hindoo devotee at length paralyzes it forever. The general plan, in appropriate cases, is to read aloud in a conversational tone, thrice a day, for a minute or two, or three at a time, increasing a minute every other day, until half an hour is thus spent at a time, thrice a day, which is to be continued until the desired object is accomplished. Managed thus, there is safety and efficiency as a uniform result.

As a means, then, of health, of averting consumption, of being universal and entertaining in any company, as a means of showing the quality of the mind, let reading aloud be considered an accomplishment far more indispensable than that of smattering French, lisping Italian, or growling Dutch, or dancing cotillions, gallopades, polkas, and quadrilles.—*Hall's Journal of Health*.

8. RULES FOR READING.

Read much, but not too many works. For what purpose, with what intent, do we read? We read, not for the sake of reading, but we read to the end that we may think. Reading is valuable only as it may supply to us the materials which the mind elaborates. As it is not the largest quantity of any kind of food taken into the stomach that conduces to health, but such quantity of such a kind as can be digested; so it is not the greatest complement of any kind of information that improves the mind, but such a quantity of such a kind as determines the intellect to most vigorous energy. The only profitable kind of reading is that in which we are compelled to think intently; whereas the reading which serves only to dissipate and divert our thoughts, is either positively hurtful or useful only as an occasional relaxation from severe exertion. But the amount of vigorous thinking usually in the inverse ratio of multifarious reading is agreeable; but as a habit it is in its way as destructive to the mental, as dram drinking is to the bodily health. "Our age," says Herder "is the reading age," and adds, "it would have been better, in my opinion for the world and for science, if, instead of the multitude of books which now overlay us, we possessed but a few works, good and sterling, and which few would be more diligently and profoundly studied."—*Sir William Hamilton*.

II. Papers on Physiology and Health.

1. MEDICAL OPINION ON THE IMPORTANCE OF TEACHING PHYSIOLOGY AND THE LAWS OF HEALTH IN COMMON SCHOOLS.

Our opinion having been requested as to the advantage of making the Elements of Human Physiology, or a general knowledge of the Laws of Health, a part of the education of youth, we, the undersigned, have no hesitation in giving it strongly in the affirmative. We are satisfied that much of the sickness from which the working-classes at present suffer might be avoided; and we know that the best-directed efforts to benefit them by medical treatment are often greatly impeded, and sometimes entirely frustrated, by their ignorance and their neglect of the conditions upon which health necessarily depends. We are, therefore, of opinion, that it would greatly tend to prevent sickness, and to promote soundness of body and mind, were the Elements of Physiology, in its application to the preservation of health, made a part of general education: and we are convinced that such instruction may be rendered most interesting to the young, and may be communicated to them with the utmost facility and propriety in the ordinary schools, by properly instructed schoolmasters.

Thomas Addison, M.D., Senior Physician, and Lecturer on the Practice of Physic, Guy's Hospital, &c.
 James Alderson, M.D., F.R.S., Fellow, Curator, and Lumleian Lecturer to the Royal College of Physicians.
 J. Moncreiff Arnott, M.D., F.R.S., Member of the Council and of the Court of Examiners of the Royal College of Surgeons.
 Neil Arnott, M.D., F.R.S., Physician Extraordinary to the Queen, Member of the Senate of the University of London.
 Benjamin Guy Babington, M.D., F.R.S., Physician to Guy's Hospital, &c.
 T. Graham Balfour, M.D., Surgeon, Royal Military Asylum.
 William Baly, M.D., Lecturer on Forensic Medicine at St. Bartholomew's Hospital, &c.
 Archibald Billing, M.D., F.R.S., Member of the Senate, and Examiner in Medicine, University of London, &c.
 Golding Bird, M.D., F.R.S., Professor of Materia Medica, and Assistant Physician to Guy's Hospital, &c.
 Francis Boott, M.D., Member of the Council of University College.
 W. Boman, F.R.S., Professor of Anatomy and Physiology at King's College, &c.
 Richard Bright, M.D., F.R.S., Physician Extraordinary to the Queen, Consulting Physician to Guy's Hospital, &c.
 Sir Benjamin C. Brodie, Bart., D.C.L., F.R.S., Sergeant Surgeon to the Queen, Surgeon to H. R. H. Prince Albert, &c.
 George Budd, M.D., F.R.S., Professor of Medicine at King's College, and Physician to King's College Hospital.
 Sir William Burnett, M.D., K.C.B. and K.C.H., F.R.S., Director-General of Naval Hospitals and Fleets.
 George Burrows, M.D., F.R.S., Physician to St. Bartholomew's Hospital, &c.
 Wm. B. Carpenter, M.D., F.R.S., Examiner in Physiology, &c., University of London, Professor of Forensic Medicine at University College.
 James Copland, M.D., F.R.S., President of the Royal Medical and Chirurgical Society.
 John Davy, M.D., F.R.S., Inspector-General of Army Hospitals.
 John E. Erichsen, F.R.C.S., Professor of Surgery, University College, and Surgeon to University College Hospital.
 William Farr, M.D., of Registrar-General's Office.
 Robert Ferguson, M.D., Physician Accoucheur to the Queen, &c.
 William Ferguson, F.R.S., Professor of Surgery at King's College, Surgeon in Ordinary to H. R. H. Prince Albert, &c.
 John Forbes, M.D., D.C.L., F.R.S., Physician in Ordinary to H. M. Household, Physician Extraordinary to H.R.H. Prince Albert, &c.
 R. D. Grainger, F.R.S., Lecturer on Physiology at St. Thomas's Hospital.
 William Augustus Guy, M.B., Physician to King's College Hospital, Professor of Forensic Medicine at King's College.
 Cæsar H. Hawkins, President of Royal College of Surgeons, Surgeon to St. George's Hospital, &c.
 Francis Hawkins, M.D., Registrar of Royal College of Physicians, and Physician to Middlesex Hospital.
 Thomas Hodgkin, M.D., Member of the Senate of the University of London.
 Joseph Hodgson, F.R.S., Member of Council of Royal College of Surgeons, Examiner in Surgery in University of London.
 Sir Henry Holland, Bart., M.D., F.R.S., Physician in Ordinary to the Queen and H. R. H. Prince Albert.
 William Jenner, M. D., Professor of Pathological Anatomy at University College.
 H. Bence Jones, M.A., M.D., F.R.S., Physician to St. George's Hospital.
 Francis Kiernan, F.R.S., Member of Senate, and Examiner in Anatomy and Physiology, University of London.
 P. M. Latham, M.D., Physician Extraordinary to the Queen.
 William Lawrence, F.R.S., Surgeon Extraordinary to the Queen, and Examiner Royal College of Surgeons.
 Charles Locock, M.D., First Physician Accoucheur to the Queen, &c.
 Thomas Mayo, F.R.S., Physician to the St. Marylebone Infirmary.
 Richard Owen, F.R.S., Hunterian Professor of Physiology to the Royal College of Surgeons, &c.
 James Paget, F.R.S., Assistant Surgeon and Lecturer on Physiology at St. Bartholomew's Hospital, &c.
 John Ayrton Paris, M.D., F.R.S., President of the Royal College of Physicians.
 E. A. Parkes, M.D., Professor of Clinical Medicine, University College, Physician to University College Hospital, &c.
 Richard Partridge, Professor of Anatomy and Physiology, King's College, Surgeon to King's College Hospital, &c.
 G. Owen Rees, M.D., F.R.S., Assistant Physician and Lecturer on Materia Medica at Guy's Hospital.

Richard Quain, F.R.S., Surgeon to University College Hospital.
 Edward Rigby, M.D., Examiner in Midwifery to the University of London.

P. M. Roget, M.D., F.R.S., Member of Senate of University of London, author of "Bridgewater Treatise on Physiology," &c.
 H. S. Roots, M.D., Consulting Physician to St. Thomas's Hospital.

John Scott, M.D., Examining Physician to East India Company.
 Edward James Seymour, M.A., M.D., F.R.S., formerly Physician to St. George's Hospital.

William Sharpey, M.D., F.R.S., Professor of Physiology, University College, Examiner in Physiology, University of London.
 Alexander Shaw, Surgeon and Lecturer on Surgery to Middlesex Hospital.

Andrew Smith, M.D., Director-General Army Medical Department.

T. Southwood Smith, M.D., Physician to London Fever Hospital, and Member of General Board of Health.

F. H. Southey, M.D., D.C.L., F.R.S., Gresham Professor of Medicine.

Edward Stanley, F.R.S., Surgeon to St. Bartholomew's Hospital.
 R. Bently Todd, M.D., F.R.S., Professor of Physiology at King's College, Physician to King's College Hospital.

Benjamin Travers, F.R.S., Surgeon Extraordinary to the Queen, and Surgeon in Ordinary to H. R. H. Prince Albert.

Alex. Tweedie, M.D., F.R.S., Physician to London Fever Hospital, Examiner in Medicine to University of London, &c.

W. H. Wallase, M.D., Professor of Medicine at University College, and Physician to University College Hospital.

Thomas Watson, M.D., Consulting Physician to King's College Hospital.

Charles West, M.D., Physician, Accoucheur, and Lecturer on Midwifery at St. Bartholomew's Hospital.

C. J. B. Williams, M.D., F.R.S., late Professor of Medicine at University College, and Physician at University College Hospital.

James Arthur Wilson, M.D., Senior Physician to St. George's Hospital.

Sir James Clarke, Bart., M.A., M.D., F.R.S., Physician in Ordinary to the Queen, and to H. R. H. Prince Albert, &c.

"Unfortunately it is a kind of knowledge little understood, rarely even thought of, by either teachers or parents; and yet it is the most important knowledge which they can possess. In my opinion, no teachers of any class should be considered competent for their duties till they have given proof of possessing a general knowledge of the structure and functions of the human body, and of the laws of health."—SIR JAMES CLARK, *Bart.*, *Physician to the Queen.*

"The standard of medical knowledge and medical practice will be raised in proportion to the diffusion of physiological knowledge among the general public. I look, therefore, to the increase of a general knowledge of Physiology (and of Hygiene, which is implied) as one of the greatest benefits which will accrue through science to the temporal interests of mankind. Every form of Quackery and imposture in medicine will, in this way only, be discouraged: it is, in great part, on this ground—on the ground of the future benefit to the people through the dissemination of a true perception of the *ground-work* of Practical Medicine—that I have laboured for many years to promote physiological knowledge among students in this University, holding whatever rank, and destined for whatever occupation."—DR. AGLAND, *Regius Professor of Medicine at the University of Oxford.—The School and the Teacher.*

2. FLORENCE NIGHTINGALE ON THE CARE OF THE SICK.

Miss Nightingale has published a book in England, entitled "Notes on Nursing: What it Is and What it is Not." It is for sale to public libraries. We make the following extracts:

It is an ever recurring wonder to see educated people, who call themselves nurses, acting thus. They vary their own objects, their own employments, many times a day; and while nursing (!) some bed-ridden sufferer they let him lie there staring at a dead wall, without any change of object to enable him to vary his thoughts; and it never even occurs to them at least to move his bed, so that he can look out of the window. No, the bed is to be always left in the darkest, dullest, remotest part of the room.

I think it a very common error among the well to think that "with a little more self-control" the sick might, if they choose "dismiss painful thoughts" which "aggravate their disease," &c. Believe me, almost any sick person who behaves decently well, exercises more self-control every moment of his day than you will ever know till you are sick yourself. Almost every step that crosses his room is painful to him; and almost every thought that crosses his

brain is painful to him ; and if he can speak without being savage, and look without being unpleasant, he is exercising self-control.

Suppose you have been up all night, and instead of being allowed to have your cup of tea, you were to be told that you ought to "exercise self-control," what would you say? Now, the nerves of the sick are always in the state that yours are in after you have been up all night.

Never to allow a patient to be waked intentionally or accidentally, is a *sine qua non* of all good nursing. If he is roused out of his first sleep, he is almost certain to have no more sleep. It is a curious but quite intelligible fact, that if a patient is waked after a few hours' instead of a few minutes' sleep, he is much more likely to sleep again. Because pain, like irritability of brain, perpetuates and intensifies itself. If you have gained a respite of either in sleep you have gained more than the mere respite. Both the probability of recurrence and of the same intensity will be diminished ; whereas both will be terribly increased for want of sleep. This is the reason why sleep is so all-important. This is the reason why a patient waked up in the early part of his sleep loses not only his sleep, but his power to sleep. A healthy person who allows himself to sleep during the day will lose his sleep at night. But it is exactly the reverse with the sick generally : the more they sleep, the better they will be able to sleep.

I have often been surprised at the thoughtlessness (resulting in cruelty quite unintentional) of friends or of doctors, who will hold a long conversation just in the room or passage adjoining the room of the patient, who is either every moment expecting them to come in, or who has just seen them, and knows they are talking about him. If he is an amiable patient, he will try to occupy his attention elsewhere and not to listen—and this makes matters worse—for the strain upon his attention and the effort he makes are so great that it is well if he is not worse for hours after. If it is a whispered conversation in the same room, then it is absolutely cruel ; for it is impossible that the patient's attention should not be involuntarily strained to hear. Walking on tip-toe, doing anything in the room very slowly, are injurious for exactly the same reasons.

A firm, light, quick step, a steady, quick hand are the desiderata ; not the slow, lingering, shuffling foot, the timid, uncertain touch. Slowness is not gentleness, though it is often mistaken for such ; quickness, lightness, and gentleness are quite compatible. Again, if friends and doctors did but watch, as nurses can and should watch, the features sharpening, the eyes growing almost wild, of fever patients who are listening for the entrance from the corridor of the persons whose voices they are hearing there, these would never run the risk again of creating such expectations, or irritation of mind. Such unnecessary noise has undoubtedly induced or aggravated delirium in many cases. I have known such—in one case death ensued.

It is but fair to say that this death was attributed to fright. It was the result of a long whispered conversation, within sight of the patient, about an impending operation ; but any one, who has known the more than stoicism, the cheerful coldness with which the certainty of any operation will be accepted by any patient, capable of bearing an operation at all, if it is properly communicated to him, will hesitate to believe that it was mere fear which produced, as was averred, the fatal result in this instance. It was rather the uncertainty, the strained expectation as to what was to be decided upon.

I need hardly say that the other common cause, namely, for a doctor or friend to leave the patient and communicate his opinion on the result of his visit to the friends just outside the patient's door, or in the adjoining room, after the visit, but within hearing or knowledge of the patient—is, if possible, worst of all.

It is, I think, alarming, peculiarly at this time, when the female ink-bottles are perpetually impressing upon us "woman's" particular worth and general missionaries," to see that the dress of women is daily more and more unfitting them for any "mission" or usefulness at all. It is equally unfitting for all poetic and all domestic purposes. A man is now a more handy and far less objectionable being in a sick room than a woman. Compelled by her dress, every woman now either shuffles or waddles—only a man can cross the floor of a sick room without shaking it. What is become of woman's light step?—the firm, light, quick step we have been asking for?

From a recent lecture on health and longevity, by Mr. E. Y. Robbins, we make a few extracts :

Dr. Carpenter had ascertained that air containing five or six per cent. of carbonic acid gas would produce immediate death, and that less than one-half that quantity would soon prove fatal. Now, if effects are proportioned to their causes, and if an atmosphere impregnated with five per cent.—or one-twentieth part of its volume—of carbonic acid, will thus produce death in a few minutes, what

must be the probable effect of breathing, for twenty or forty years, even the much minuter proportions which must be present in every inhabited room where there is not a constant ingress and egress of air? It must lower the standard of health and shorten the duration of life. But not only is the air in a close room thus constantly being impregnated with carbonic acid gas to the amount of about 28 cubic inches per minute for each adult man occupying such room, but there is also, according to the best authorities, constantly being discharged by the lungs and pores of the skin, an equal amount, by weight—that is, about 3 or 3½ pounds in twenty-four hours—of effete, decaying animal substance, in the form of insensible vapor, which we often see condensed in drops upon the windows of crowded rooms and railroad cars. Those drops, if collected and evaporated, leave a thick putrid mass of animal matter. The breathing of the exhalations is believed to be quite as efficient in producing disease as carbonic acid itself.

A most remarkable and convincing illustration of the effects of the quality of the air we breathe upon health, is to be found in the experience of the armies of England and France during the late Russian war. England, out of the total force of 93,959 men engaged in the campaign in the Crimea, lost 33,645, of which number only 2,658 were killed in action, and 1,761 died of wounds, while no less than 16,298 died of disease at the seat of war, and about 13,000 were sent home on account of sickness, many of whom, no doubt, afterwards died. To every one taken to the hospitals on account of wounds, twelve were taken there on account of disease. The chief destroyer was typhus fever. The great mortality in the English army was during the early period of the war. After the sanitary commissioners arrived and commenced their operations by securing greater ventilation, the sickness was stayed, and finally disappeared. The great panacea was fresh air. In the French army, where no sanitary reforms were introduced, the great mortality continued and increased, thus showing clearly that the changes made by the sanitary commissioners in the English army were the sole causes of the decrease of mortality where they labored.

After presenting statements in regard to the crowding of school and lecture rooms, railroad cars, &c., Mr. Robbins said that by due attention to sewerage and ventilation, the mortality of this city would be decreased by hundreds every year.

3. AIR NECESSARY FOR LIFE AND HEALTH.

No fact is better understood than that of the necessity of air for securing life and growth to crops ; but the functions of the atmosphere, and all the advantages arising directly from its influences, are not so well comprehended.

The face of Nature is continually giving off excrementary matters, which are taken up in the atmospheric ocean and carried from place to place ; the falling of dews and rains abstracts these from the air and returns them to the earth for re-assimilation. During a drouth the moisture parted with from the soil pervades the atmosphere, which, in circulating through well and deeply disintegrated soils, is brought in contact with particles colder than itself, and not only deposits moisture upon their surfaces, but this moisture is fully charged with those volatile matters which act as an excitant, enabling water to dissolve the inorganic portions of the soil. In Winter the water occupying the immediate surface becomes frozen, thereby destroying thousands of insects ; when thawed in early spring, it has the capacity of receiving many times its volume of such gases as are given off by decayed vegetation, and carrying them into the roots of new organisms for re-appropriations. The motion of the atmosphere above the surface of the earth not only takes away excessive heats from plants, but as it passes over the leaves and other tumuli, it causes partial vacuum in the capillary tubes of each plant, thus securing the elevation of moisture received by the roots. It is the medium by which the *farina fecundi* of plants is carried from place to place, and when trees and plants are swayed by its motion, it renders each in degree a Hungarian pump, and every capillary tube acting as a distinct pump barrel for the elevation of fluids from the soil into the body of the tree, where the endosmose action detains them. By this infinite mode of analysis, the primaries and proximates necessary to build up certain portions of the plant are supplied, permitting other matters in solution to pass on and in turn deposit themselves where needed. The refractory force of the atmosphere prevents the sun's rays from being destructive of plant life. It is the vehicle of the organic excreta, as well as of water, and while the surface of every particle of soil to the depth at which the atmosphere can circulate, is covered with moisture by its presence, it furnishes to these particles the necessary gases for securing such chemical changes as will gradually convert the inorganic and inert portions into suitable pabulum for plant growth.

We need not explain its exosmose action, for every leaf gives evidence of the importance of this function. To animals it is still

more important than to plants. By respiration oxygen is supplied to the blood; indeed, no function of the animal economy can perfect itself without the presence and sustenance of atmospheric air. Even when dilated, as at great elevations, still the animal respire the larger bulk to get the same amount of oxygen, and the very atmosphere, that in its dilated condition abstracts the heat at the mountain tops and creates their caps of snow, when descended to their base is compressed in figure, and gives out as present heat, that which was before latent, thus increasing the verdure of the valley. None of nature's laws could be exhibited without the intermediate office performed by the atmosphere. The very life-principle would be inert without it; men, animals, and plants, would cease to exist, and the universe itself would become a chaotic mass of death and darkness.

4. THE TONGUE A HEALTH INDICATOR.

A white fur on the tongue attends simple fever and inflammation. Yellowness of the tongue attends a derangement of the liver, and is common to bilious and typhus fevers. A tongue vividly red on the tip and edge, or down the centre, or over the whole surface, attends the inflammation of the mucous membrane of the stomach or bowels. A white velvet tongue attends mental diseases. A tongue red at the tips, becoming brown, dry, and glazed, attends typhus state. The description of symptoms might be extended indefinitely taking in all the propensities and obliquities of mental and moral condition. The tongue is a most expressive as well as unruly member.—*Scientific American.*

5. USEFUL MEDICAL HINTS.

We find the following remarks (by the editor) in the *Cincinnati*, a scientific and agricultural journal published at Cincinnati, Ohio:—
“If a person swallows any poison whatever, or has fallen into any convulsions from having overloaded the stomach, an instantaneous remedy is a teaspoonful of common salt and as much ground mustard, stirred rapidly in a teacup of water, warm or cold, and swallowed instantly. It is scarce down before it begins to come up, bringing with it the contents of the stomach; and lest there be any remnant of poison, however small, let the white of an egg, or a teacup full of strong coffee be swallowed as soon as the stomach is quiet; because these nullify many virulent poisons. In cases of scalding or burning the body, immersing the part in cold water gives entire relief, as instantaneously as the lightning. Meanwhile, get some common dry flour, and apply it an inch or two thick on the injured part the moment it emerges from the water, and keep sprinkling on the flour through anything like a pepper-box cover, so as to put it on evenly. Do nothing else; drink nothing but water; eat nothing till improvement commences, except some dry bread softened in very weak tea of some kind. Cures of frightful burnings have been performed in this way, as wonderful as they are painless. We once saved the life of an infant who had been inadvertently drugged with laudanum, which was fast sinking into the sleep which has no waking, by giving it strong coffee, cleared with the white of an egg—a teaspoonful every five minutes—until it ceased to become drowsy.

6. ERRORS ABOUT SLEEP.

Dr. Hall, in his “*Journal of Health*,” says:—“One of the very worst economies of time is that filched from necessary sleep. Multitudes of business men in large cities count it as a saving of time if they can make a journey of a hundred or two miles at night by steam-boat or railway. It is a ruinous mistake. It never fails to be followed by a want of general well-feeling for several days after, if, indeed, the man does not return home actually sick, or so near it as to be unfit for all attention to his business. The first great recipe for sound, connected, and refreshing sleep, is physical exercise. We caution parents particularly not to allow their children to be waked up of mornings; let nature wake them up. But have a care that they go to bed at an early hour, and let it be earlier and earlier, until it is found that they wake up of themselves in full time to dress for breakfast. Being waked up earlier, and allowed to engage in difficult or any studies late, and just before retiring, has given many a beautiful and promising child brain fever, or determined ordinary ailments to the production of water on the brain.”

7. VALUABLE SUGGESTIONS TO PROMOTE HEALTH.

Never go to bed with cold or damp feet. In going into a colder air, keep the mouth resolutely closed, that, by compelling the air to pass circuitously through the nose and head, it may become warmed before it reaches the lungs, and thus prevent those shocks and sudden chills, which frequently end in pleurisy, pneumonia and other serious forms of disease. Never sleep with the head in the

draught of an open door or window. Let more cover be on the lower limbs than on the body. Have an extra covering within easy reach in case of a sudden and great change of weather during the night. Never stand still a moment out of doors, especially at street corners, after having walked even a short distance. Never ride near the open window of a vehicle for a single half minute, especially if it has been preceded by a walk; valuable lives have thus been lost, or good health permanently destroyed. Never put on a new boot or shoe in the beginning of a walk.

8. THE FATAL OPERATION OF COLD.

A person frozen to death dies of apoplexy. The heart is arrested and paralysed, and no longer supplies the brain with arterial blood. Nor is the blood thrown with sufficient force to the extremities. It accumulates, therefore, in the large vessels proceeding immediately from the main spring, and there is no ingress for the blood returning from the brain. The large sinews, therefore, become overgorged, and apoplexy then follows. When the cold has not been severe enough to destroy life entirely, it mutilates the extremities, and mortification ensues from a want of circulation. The *Lascars*, who arrive in England from India in the winter season, are very prone to this effect of a climate so much colder than their native one—as the records of the London hospitals abundantly prove.

9. LITTLE CHILDREN'S DRESSES.

A distinguished physician, who died many years since in the city of Paris, made this statement:—“I believe that during the twenty-six years I have practised my profession in this city, twenty thousand children have been carried to the cemeteries, a sacrifice to the absurd custom of exposing them to the weather with their arms naked.”

I have often thought if a mother were anxious to show the soft white skin of her baby, and would cut a round hole in the little thing's dress, just over the heart, and then carry it about for observation by the company, it would do very little harm. But to expose the baby's arms, members so far removed from the heart, and with such feeble circulation at best, is a most pernicious practice. Put the bulb of a thermometer in a baby's mouth; the mercury rises to 99 degrees. Now carry the same bulb to its little hand; if the arm be bare and the evening cool, the mercury will sink to 40 degrees. Of course all the blood which flows through these arms and hands must fall from 20 to 40 degrees below the temperature of the heart. Need I say that when these cold currents of blood flow back into the chest, the child's general vitality must be more or less compromised? And need I add that we ought not to be surprised at the frequently recurring affections of the lungs, throat, and stomach. I have seen more than one child with habitual cough and hoarseness, or choking with mucus, entirely and permanently relieved by simply keeping its arms and hands warm. Every observing and progressive physician has daily opportunities to witness the same simple cure.—*Lewis' "New Gymnastics."*

10. VIRTUE AND HEALTH FROM EIGHT TO SIXTEEN.

Lord Shaftesbury recently stated, in a public meeting in London, that from personal observation he had ascertained, that of the adult male criminals of that city, nearly all had fallen into a course of crime between the ages of eight and sixteen years; and that if a young man lived an honest life up to twenty years of age, there were forty-nine chances in his favour and one against him, as to an honorable life thereafter.

Thus it is in the physical world. Half of all who are born, die under twenty years of age, while four-fifths of all who reach that age, and die before another ‘score,’ owe their death to causes of disease which were originated in their ‘teens.’ On a careful inquiry, it will be ascertained that in nearly all cases, the causes of moral and premature physical death, are pretty much one and the same, and are laid between the ages of ‘eight and sixteen years.’ This is fact of startling import to fathers and mothers, and shows a fearful responsibility. Certainly a parent should secure and retain, and exercise absolute control over the child until sixteen; it can not be a difficult matter to do this, except in very rare cases, and if that control is not wisely and efficiently exercised, it must be the parent's fault; it is owing to parental neglect or remissness. Hence the real source of ninety-eight per cent. of the crime of a country such as England or the United States, lies at the door of the parents. It is a fearful reflection; we throw it before the minds of the fathers and mothers of our land, and there leave it, to be thought of in wisdom, remarking only as to the early seed of bodily disease, that they are nearly in every case sown between sun-down and bed-time, in absence from the family circles, in the supply of spending money

never earned by the spender, opening the doors of confectionaries and soda-fountains, of beer and tobacco, and wine, of the circus, the negro minstrel, the restaurant and the dance; then follow the Sunday excursions, the Sunday drive, with easy transition to the company of those whose ways lead down to the gates of social, physical and moral ruin. From 'eight to sixteen!' in these few years are the destinies of children fixed! in forty-nine cases out of fifty; fixed by the parent! Let every father and every mother, solemnly vow, 'By God's help, I'll fix my darling's destiny for good by making home more attractive than the street.'—*Hall's Journal.*

11. PHYSICAL TRAINING IN COMMON SCHOOLS.

We see that the Superintendent of the Boston schools recommends the general adoption of gymnastic exercise. It seems to us that there is no movement of the day of greater importance to the scholar individually, or which is destined to have a greater influence upon the well-being of the country, than this of the systematic physical training of children. For success in life, vigorous health is of far greater importance than high intellectual culture. Energy is what rules the world. Take two boys, equal in every respect, box one of them up in a school from morning till night, and from year to year, cultivating his mind at the expense of his body, till his nerves have outgrown his muscles, and his brain has outgrown his stomach; while the other boy receives a fair but equal development of mind and body—and what is the result in the two cases? The scholar graduates perhaps with the highest honors, but he leaves college a feeble and complaining invalid; intellectual and refined, he shrinks with nervous sensitiveness from the rude shocks of the battle of life. The result is, that he is thrust in a corner, or trampled under foot in the race. On the other hand, the man who comes forth upon his career in possession of a vigorous constitution, has the backbone, the nerve, the energy, that enable him to win the great battle that every human life is. His days are filled with healthful and happy activity, his slumbers are sweet at night, his cheerfulness the natural effect of good digestion, makes his presence a pleasure to all who know him; he becomes the father of healthy offspring, and fills his home with merry voices; in short, fulfils all the purposes of his being, and leads a prosperous, happy, useful and successful life.

But we have conceded too much in yielding the palm of intellectual superiority to the scholar whose brain is overstuffed. John Wripplie once asked Daniel Webster, to what he attributed his marvellous power of mastering complicated and difficult questions; Webster replied that he attributed it to his habit of never using his brain when it was in the least degree fatigued. The great fact that the time during which the human brain can continue its action is limited, is one of the utmost importance, but it seems to have been generally ignored by those who have had the management of our schools. A school commissioner, with leather lungs and a cast iron head, may insist that a child who has been boxed up six hours in school shall spend the next four hours in study, but it is impossible to develop the child's intellect in this way. The laws of nature are inexorable. By dint of great painful labor, the child may succeed in repeating a lot of words, like a parrot, but with the power of its brain all exhausted, it is out of the question for it to really master and comprehend its lessons. The effect of the system is to enfeeble the intellect even more than the body. We never see a little girl staggering home under a load of books or knitting, her brow over them at seven or eight o'clock in the evening, without wondering that our citizens do not arm themselves at once with carving knives, pokers, clubs or any weapons at hand and chase out the managers of our common schools, as they would wild beasts, that were devouring their children. Indeed, they are worse than wild beasts, for those destroy only the body, but these fiends consume both body and mind of the helpless innocents who fall into their clutches. We hail the introduction of physical training into our common schools as being calculated to make the Americans the finest race of men, physically, that the world has ever seen; but we value it more as an important step in carrying to a still higher point the unparalleled intellectual cultivation of our people.

— MOTHER AND CHILD.—The greatest painters who have ever lived have tried to paint the beauty of that simple thing, a mother with her babe—and have failed. One of them, Raffaele by name, to whom God gave the spirit of beauty in a measure in which he never gave it perhaps to any other man, tried again and again, for years, painting over and over that simple subject—the mother and her babe—and could not satisfy himself. Each of his pictures is most beautiful—each in a different way; and yet none of them is perfect. There is more beauty in that simple every-day sight than he or any other man could express by his pencil and his colours. And yet it is a sight which we see every day.

JOURNAL OF EDUCATION,

Upper  Canada.

TORONTO: APRIL, 1861.

. Parties in correspondence with the Educational Department will please quote the number and date of any previous letters to which they may have occasion to refer, as it is extremely difficult for the Department to keep trace of isolated cases where so many letters are received (nearly 1,000 per month) on various subjects.

CHIEF SUPERINTENDENT'S OFFICIAL REPLIES.

(Continued from the February Number.)

Local Superintendent's Visitation of Schools.—It is not only the right but the duty of the Local Superintendent, in visiting a school, to examine it in any way he may think proper, and to ask questions at any time and in any way he may judge best. It is his duty to ascertain the state of the schools in every particular, which he cannot do, unless he can employ any means he thinks proper to test the knowledge of the pupils, and mode of answering, &c. He is supreme in the School while inspecting it, and can ask questions himself, or request the teacher to do so, or do both, which is the true method of examining a School. It is quite absurd to suppose, that when the work of the master is under examination, he himself should say who should do it, and how it should be done; or that he should deem his rights and dignity invaded, when a County Officer comes to perform his legal duties in inspecting the School.

2. Local Superintendents differ as to the thoroughness and methods of their examinations; and as to the courtesy or gentleness of their manners; but they must have discretionary power to perform their duties, and for which they are responsible, as well as the Teacher is for the discharge of his duties.

Powers and Duties of Boards of Public Instruction.—A County Board of Public Instruction appoints the time and place of its own meetings. The Secretary will, of course, call the meetings, as may be determined by the Board and directed by the Chairman.

2. The County Board appoints its own Chairman and Secretary. The County Board includes no others, as members, than the Trustees of the Grammar School, or Grammar Schools, and the Local Superintendents.

3. The County Board also directs the mode of Examinations, and selects Examiners, if it thinks proper; but the Board should, of course, prepare, or cause to be prepared, a series of questions, a copy of which should be given to each Teacher, and be answered by him in writing; as the comparative attainments of the different Teachers cannot be ascertained, and consequently they cannot be justly classified, unless the same questions be given to each candidate and the same time allowed to each to prepare his answers.

4. As a help to County Boards in this most important, and chief part of their duty, I have caused to be printed and sent to each County Board a copy of the questions which are proposed and used each year for the examination and classification of the Teachers in the Normal School. Most County Boards have the questions confidentially printed and distributed among the Teachers on the day of examination, allowing a certain time for the preparation of the answers on each subject.

5. It was intended to give a third class certificate to a Teacher for no more than one school, and that only on the special application of Trustees from their inability to support a teacher of higher qualifications, and from the children in their section not requiring one. (See School Manual for 1861, page 145.) In every principal town last year, I called the attention of Members of County Boards to the frequent, if not common departure from the Instructions given at the time the law was first circulated, as to making third class certificates as much a matter of course as first or second class certificates, instead of making them the exception. In the original instructions, the rule was laid down—that first class certificates should extend over Counties, second class certificates limited to Townships, and third class to single sections.—(For Form of Teacher's Certificate, see School Manual.)

6. It is a great wrong to compel persons to pay rates for the support of a *Common School*, and then not be able to get a *Common School* education in that School, and it is an abuse and perversion of their office for Trustees to employ a Teacher who cannot teach *all* the children of school age in their section the subjects of a *Common School* education.

Power of Trustees to establish School Libraries.—The Trustees have the same authority to establish and provide for a Library as they have to erect or repair the School House, or select and provide for a Teacher. They are the elected Representatives of the people for all those purposes, the same as Members of Parliament are elected for Legislative purposes.

ORIGINAL COMMUNICATIONS FOR THIS JOURNAL.

As already intimated in this Journal for October, 1858, we continue to devote a portion of the Journal to such original communications on general educational topics as may be addressed to the Editor. All controversial or disputatious subjects will, of course, be excluded, as has been our practice since the first publication of the Journal; but within that limitation, papers containing the practical experience of teachers, or embodying valuable suggestions for the improvement of the schools in their management and discipline, will be readily inserted. Anonymous letters will receive no attention whatever.

INFLUENCE OF PERNICIOUS LITERATURE.

We desire to draw the especial attention of our readers to the letters containing two sad illustrations of the nature of this kind of influence, which will be found on pages 49-51.

SAMPLE OF EDUCATION IN OUR COMMON SCHOOLS.

A parent, who desires to place his daughter in the Normal School, speaks, in a letter, of her education as obtained in a Common School, as follows:—"She has made considerable progress in learning, considering the opportunities afforded her. She is very good in Arithmetic, having been already through *Sangster's* book; is pretty proficient in Grammar; and has made good progress in Ancient and Modern History, Philosophy, Geography, and Astronomy. She has passed through Mensuration, and is very good in Algebra, having been more than once through *Davis'*, and is now passing through *Colenso's*; and, I may add, understands very well the Six Books of Euclid, especially the first four. My daughter has never attended any school but a Common School, which speaks volumes in favour of the System."

IV. Papers on Practical Education.

1. ARGUMENTS FOR FREE SCHOOLS.

[We commend the following very sensible remarks, which we take from the printed school report of the city of Memphis, to such as oppose all efforts to have our public schools supported by a property tax, and thus made free to all.—*Ed.*]

We occasionally meet intelligent men in our own city, who seriously question the justice and expediency of those laws which impose a tax upon the property of one man to educate the children of another. No man presumes to doubt the policy of that system of taxation which is essential for the administration of the criminal justice of the country, and which keeps in employment a police force to guard the life and property of the citizen in the broad light of day, and through the still watches of the night. And yet, is not the policy, which through the conservative influences of education anticipates and prevents crime, wiser and more economical than the one which waits for its commission, neglects and discards the moral forces of society, and then incurs an enormous annual outlay by resorting to the terrors of the code and the penitentiary for its punishment and correction? Is it not better to build school-houses in every ward of our city, and place there sentinels of truth and knowledge, who, by early, constant, and wholesome discipline, will prepare the minds of our youth for the useful and honorable employments of life, and rouse their natures to generous and heroic self-sacrifice in the race of virtuous conduct, than to station a policeman in every nook and alley, and adorn our squares with houses of reform and *five* specimens of prison architecture? Our school teachers will constitute a moral police stronger than all the myrmidons of the law. We are not so romantic as to suppose that education will altogether arrest the march of crime, but that it will be greatly diminished, as the moral and intellectual tone of the community is raised, no longer admits of question among the most enlightened teachers and legislators. In this connection, we will introduce a brief extract from a recent school report of the Board of Education at Chicago:

"In 1847, 1,122 persons were convicted of crime in the several counties of the State of New York. Of these only six were reported as well educated, and only twenty-two as having received a common school education. In 1848, 1,345 persons were returned as criminals in the same State. Of these, ten were reported as having a good education, and only twenty-three as having received the advantages of common schools. For nine consecutive years, in the same State, from 1840 to 1849, inclusive, 27,949 persons were returned as having been convicted of crime; and of these, 128 were "well educated;" one-half of the remainder could only read and write; and the balance, 13,112, were entirely destitute of any education whatever. The same is true of other States, and the history of criminals, wherever found, presents the same dark picture for our consideration."*

It is not our desire to enter upon the broad and beaten field of argument upon this question. But we know that insidious efforts have been made, and will continue to be made, to break down the free school system; and it behooves every friend of that system to have a constant and vigilant eye to its stability and support. Free schools with us have become a daily necessity, and, in spite of occasional clamor, are deeply interwoven with the hopes and sympathies of a large portion of the community. Thousands of children are educated from year to year in these schools, which, but for them, would perhaps receive no education at all. Let us suppose these children as mere beings thrown annually upon society without a single idea derived directly from a book or a newspaper, and many of these without the advantages of home discipline, and that too in a popular representative government. Can it be the interest and policy of our citizens to encourage such a condition of things, and to deny the boon of knowledge to so large a number of those growing up in our midst?

In reading over some of the New York school reports, we lately met with a speech of the Hon. Wm. W. Campbell, Judge of the Superior Court, delivered on the occasion of an inauguration of a school building in one of the wards of the city, from which we give the following extract:—

"In a country like ours the cause of education is of vital interest. The spirit of our institutions makes every man a ruler. Questions affecting government, and individuals, and communities are brought directly before him for his decision. In the exercise of his power as a freeman, in the use of his elective franchise, he disposes of numerous questions; overturns one party and sets up another, and thus aids in directing and controlling the march of events. He

* See Educational Statistics of the criminals in the Toronto jail for 1860, on page 47 of the Journal for last month.

becomes thus all-powerful for good or for evil. He may not wield the sword, but he wields the greater power—the power which directs and governs the sword. The ballot which he holds in his hand falls it is said—

"As still
As snow flakes fall upon the sod;
But executes a freeman's will
As lightning does the will of God."

"How important that he should be educated. How necessary that he should be familiar with the history, the policy, and the interests of his country. The child must be educated so that the republic suffer no harm from the ignorance of the citizen. The property of him who has no children to educate is taken for the education of the children upon the same principle that it is taken for the support of government and to sustain the administration of justice. It is for the benefit of the Commonwealth, as it is used to render life and liberty, as well as property itself, more secure. This I understand to be a great and cardinal principle of American progress. How far it is consistent with this great principle to clothe with equal power great masses of ignorant men who have grown up to manhood without education and without experience in liberal institutions, must be considered at other times and in other places. We are here to rejoice in the education of the children of the country. May the time arrive, and that speedily, when every man and woman in the whole land shall at least be able to read and write. May we always remember that the power of a country grows and strengthens with the growth and education of the people."

2. NEVER TOO OLD TO LEARN.

Socrates, at an extreme age, learned to play on musical instruments.

Cato, at eighty years of age, thought proper to learn the Greek language.

Plutarch, when between seventy and eighty, commenced the study of Latin.

Boccaccio was thirty-five years of age when he commenced the study of polite literature, yet he became one of the great masters of the Tuscan dialect, Dante and Petrarch being the other two.

Sir Henry Spelman neglected the sciences in his youth, but commenced the study of them when he was between fifty and sixty years of age. After this he became a most learned antiquarian and lawyer.

Colbert, the famous French minister, at sixty years of age, returned to his Latin and law studies.

Ludovico, at the age of one hundred and fifteen, wrote the memoirs of his own times; a singular exertion, noticed by Voltaire, who was himself one of the most remarkable instances of the progress of age in new studies.

Ogilby, the translator of Homer and Virgil, was unacquainted with Latin and Greek till he was past the age of fifty.

Franklin did not commence his philosophical pursuits till he had reached his fiftieth year.

Accorso, a great lawyer, being asked why he began the study of law so late, answered that he indeed began it late, but he should, therefore, master it the sooner.

Dryden, in his sixth-eighth year, commenced the translation of the Iliad, and his most pleasing productions were written in his old age.

Chaucer wrote his Canterbury Tales when sixty years of age.

John Wickliffe acquired his great reputation after he was fifty years of age.

Thomas Hobbes wrote the most important of his works between the ages of sixty and ninety.

Alexander Von Humboldt, Washington Irving, Sir William Hamilton, Macaulay, Lord Brougham, Cousin and Carlyle, are illustrious examples of thorough students in old age.

3. THE SCHOOL VALUE OF "GOOD MORNING."

"Mother mayn't I go to school with Abby to day?" asked a bright eyed, wide awake little boy, as his sister was preparing for school.

"Why, you are not old enough to go to school," replied the mother, "what would the teacher do with you, if you were not stiller than you are at home sometimes?"

"I don't believe she'd punish me, mother, for she said good morning to me when she passed us, and I don't believe but she wants me to come to school. I will sit still mother, try me this once and see if I don't. If I am naughty, I won't ask you to let me go again."

Would it not be worth while, teachers, to say good morning or some pleasant word to every child we meet if it would influence them to form as good resolves as little Willie? And who knows the influence

a single word or look may have upon a child, even long after it is forgotten by the one who bestowed it?

"I hated the first teacher I had," exclaimed a young lady, "he always looked so sour."

Who does not relish pleasant and encouraging words, or looks, better than sour ones? "I wished that a teacher would look as smilingly upon the scholars, as she did upon me," said a visitor.

Smiles are better than frowns, my friend, and a pleasant "Good morning" is worth more than an averted look. Try it.—M. A. B.

4. THE RESPONSIBILITY OF BOYS.

Some one has said, "Boys, did you ever think that the great world, with all its wealth and woe, with all its mines and mountains, its oceans, seas, and rivers, with all its shipping, its steamboats, railroads and magnetic telegraphs, with all its millions of men, and all the science and progress of age, will soon be given over to the hands of the boys of the present age—boys like you, assembled in school rooms, or playing without them on both sides of the Atlantic?" Believe it, and look abroad upon your inheritance, and get ready to enter upon its possession. The kings, presidents, governors, statesmen, philosophers, ministers, teachers, men of the future are all boys, whose feet like yours, cannot reach to the floor, when seated on the benches upon which they are learning to master the monosyllables of their respective languages. Boys, be making ready to act well your part. Become good scholars. Read only what is instructive. Spend no time with novels. Study science and government, and the history of the world. Study agriculture and mechanism. Become as nearly as possible perfect in the occupation you may choose. Learn prudence and self-control. Have decision of character. Take the Bible for your guide. Become familiar with its teachings, and observe them. Seek wisdom and prosperity from your heavenly father. As you grow in stature, in bodily strength and in years, grow in piety, in intelligence, in caution, in activity, and charity. Aspire to be men of the noblest character. Resolve to be useful, and we trust you will be happy. Cherish the feeling that you were born to receive good and to do good. Be manly in spirit and in act.

V. Biographical Sketches.

No. 11.—HER ROYAL HIGHNESS THE DUCHESS OF KENT.

The *Africa* brings us intelligence of the death, on the 16th March, of the Duchess of Kent, the mother of the Queen of England. For a long time the late Duchess had been afflicted with a cancer, which was the immediate cause of her death. Since the accession of her daughter to the throne of England she had remained a resident either at Windsor Castle with the Queen or at Frogmore, a mansion of her own, a mile or two distant from the castle, whither the Queen went almost daily to visit her.

The late Duchess had attained a venerable age. She was a princess of the house of Saalfeld-Coburg, was born on the 17th of August, 1786, and was baptized under the name of Marie Louise Victoria. She was, at an early age, married to Prince Henry of Leiningen, who dying, left her a blooming young widow in 1814. A year or so later she attracted the attention of Edward Duke of Kent, the fourth son of George III., and was married to him in London on the 11th of July, 1818. But the married life of the new Duchess was but short; for in less than two years the Duke of Kent died; and she was again a widow with one child—the Princess (now Queen) Victoria. At that time the accession of this little child to the British throne seemed but a remote contingency. George III. outlived his son, the Prince of Wales, while George IV. and William IV., his other sons, who reigned after him, both died without issue; thus, the issue of the next brother, the deceased Duke of Kent, became heir to the British throne. As soon as this contingency gradually resolved itself into a probability, and then a certainty, the Duchess of Kent devoted her time fitting her daughter for the high station she was called upon to occupy. A firm and consistent Protestant, she taught the young Princess a veneration for that religion as expressed in the church of England. Mental and personal accomplishments were carefully attended to, as well as physical requirements. The daughter thrived under such judicious treatment, and the mother had the satisfaction of attending the coronation and the marriage of her child, of seeing her the mother of a large family, and of knowing that her throne was built upon the hearts of loving subjects.

The life of the Duchess of Kent, quiet and unostentatious, was so identical with that of the present Queen that there is little to say of her otherwise. Her death will place in mourning most of the

reigning families of Europe, while at the English court there can be little doubt that the official trappings of woe will this time represent—what they seldom do in court circles—the honest and unaffected grief of the wearers. It may be added that this is the first serious bereavement Queen Victoria has ever experienced. Her father died before she was old enough to know him, and she has never lost a child. An only child herself, she never had a brother or sister to lose or mourn for, and thus the present bereavement must be peculiarly afflicting to her.

No. 12.—REMOVAL OF THE REMAINS OF COLUMBUS.

It is stated from Havana that the remains of Christopher Columbus, the discoverer of the New World, are again to be removed to a new and splendid cemetery, soon to be opened near that city. They are to be deposited in a silver urn, on which will be inscribed in letters of gold the most remarkable events of his great enterprise. A bronze statue is to be erected over them, representing the great discoverer in the attitude of revealing the grand mission of his wonderful life.

Columbus died Ascension day, the 20th of May, 1506, in about the 70th year of his age. His obsequies were celebrated with great pomp at Valladolid, and his body deposited in the Convent of San Francisco. Thence, nine years after, in the year 1515, it was removed to the Carthusian Monastery of Seville, where was likewise deposited the body of his son Diego. Twenty years after, in the year 1539, the bodies of both the admiral and his son were removed, with appropriate pomp and ceremonies, to the New World he had discovered, and interred in the principal chapel of San Domingo, Hispaniola. There they remained undisturbed for the period of 250 years.

In the year 1805, however, at the close of the war between France and Spain, all the Spanish possessions in the island of Hispaniola were ceded to France, whereupon a request was preferred to the French Governor to have the remains of Columbus removed to Cuba. The request was granted, and on the 20th day of December, 1805, the vault in the cathedral of San Domingo was for the first time in nearly two hundred years opened. "Within," says the record of the event, "were found the fragments of a leaden coffin, a number of bones, and a quantity of mould, evidently the remains of a human body. These were carefully collected and put into a case of gilded lead, about half an ell in length and breadth, and a third in height, secured by an iron lock, the key of which was delivered to the Archbishop. The case was enclosed in a coffin, covered with black velvet, and ornamented with lace and fringe of gold."

After appropriate funeral ceremonies, the body was taken on board the ship *San Lorenzo* and taken to Havana, where it arrived on the 15th of January, 1806. It was received in the most solemn manner, with all the honor given to a sovereign. "On arriving at the mole, the remains were met by the Governor of the Island, accompanied by his generals and military staff. The coffin was then conveyed between files of soldiery which lined the streets to the obelisk, in the Place d'Armes, where it was received in a hearse prepared for the purpose. Here the remains were formally delivered to the Governor and Captain General of the Island, the key given up to him, the coffin opened and examined, and the safe transportation of its contents authenticated."

The ceremony concluded, the solemn rites of the dead were performed by the Archbishop, and the remains of the great discoverer were again deposited in the wall on the right side of the grand altar of the Cathedral of Havana, where they have ever since remained, the object of reverence to all visitors of the island.—*Boston Traveller*.

No. 13.—MILLER'S MONUMENT.

On a very conspicuous and beautiful green hill that overlooks the town of Cromarty, stands the Gaelic Chapel of the Established Church. At the east end of the chapel, and about thirty yards distant from it, Hugh Miller's monument has been erected. It is a massive column of freestone about 54 feet high, on which has been placed a statue, 10 feet high, of the great Geologist. The face is towards the east. He is standing bare-headed, with his plaid thrown over his shoulder. On his right side is a pile of books, seven in number, while he is holding another book in his hand, resting on the others. These no doubt refer to the number of works that he has published. In his left hand he is holding a specimen of stone which he is intensely examining. It is said to be a good likeness. It is rather a singular circumstance that when a monument was proposed to be erected to the memory of the devoted Dr. Thompson, who sunk in the Crimea, Hugh Miller pointed out the spot; and that the spot is the very one in which his own monument now stands.

The doctor's monument was erected at Forfes instead of his native town of Cromarty. The inscription is as follows:—"In memory of Hugh Miller, and in commemoration of his Genius and Literary and Scientific Eminence. This monument was erected by his countrymen. Born at Cromarty, 10th Oct., 1802, died 24th Dec., 1856." The cottage where Hugh Miller was born is in sight of his monument. His mother is still living in it, but has been bedridden for a length of time. She could never be persuaded to leave it to go to a better dwelling place.

VI. Miscellaneous.

1. "GIVE US YOUR BLESSING, MOTHER."

Give us your blessing, Mother !
We children round your knee,—
Oh kind and noble Mother,
Whose voice is melody,—
You've rear'd our goodly number
With fostering, faithful care,
And smiled to see us bravely stand
In order firm and fair.

You have been generous to us,
And cheer'd our early hours,
When o'er the smooth green prairies
All carpeted with flowers,
Our childish feet went gambolling,
Uncertain where to rest,
While spire and roof-tree rose like dreams
Of Araby the blest.

You taught us gracious lessons
In youth's delightful morn,
How to revere the great and good,
And all injustice scorn ;—
The arts of industry to prize,
Hold patriot wisdom dear,
And dwell at unity and peace
In God's most holy fear.

Our oldest ones remember
A strange, eclipsing cloud,
That wrapp'd your fortunes deep and long
In chill, portentous shroud.
But then, in beaming splendor
Burst forth a gorgeous day,
To light you on your upward course
With culminating ray.

We've been a happy circle,
As lustrums roll'd along,
And striplings sprang to manhood,
And cradled ones grew strong ;
While knowledge like a river broad,
Flow'd out from zone to zone,
And still our welfare was your pride,
Your honors were our own.

But now, a weight is pressing
Into our bosom's core,
Making the heart beat heavily
That leap'd so light before.
Mother ! you'd quell the anguish,
Had you the power, we know ;
You'd bear our burdens for us
If Heaven had willed it so.

We have a secret sorrow,
It darkeneth to despair,
We look into your eyes and see
The same drear shadow there.
Oh, *once more* fold us closely
All to your bosom free :
Give us your blessing, Mother,
We children round your knee.

2. THE TWO GIFTS.

A boy with earnest eyes knelt at his mother's knee. She stroked the gold of his yellow hair, and bade God bless her boy. He grew in years and strength ; and one day in his boyish dreamings, there appeared to him two spirits, each offering to him a gift. Both gifts

were attractive, yet he could choose but one. One was a pearl, which at first might seem of little value, but the more you looked at it, the brighter it grew, until you saw it was the pearl of great price,—the love of God. The other was a yellow gem of most goodly seeming, burning with a fervent radiance, and was the love of gold.

Years passed away; springs were succeeded by summers, and summers passed into cold autumns and cold winters. And as the years came and went, all the time the boy's heart was busy with him. He was now a bold-browed youth with flashing eyes, but their fire was dimmed for a time, for his mother faded, and, at length withered away. Birds sang, and shadows danced, and the silvery water-bells tinkled in the streams, and dandelions spangled the green turf upon his mother's grave, and the youth's heart was softened. The mildly beaming pearl seemed lovelier in his eyes, for his mother's voice had blessed it. He would have taken it to his heart, but the spirit of the other love was close beside his ear. Wilt thou choose that, and with it poverty and contempt among thy fellow men? Look! this shall bring thee happiness, for it rules mankind. It shall bring thee power and honor with its riches. It shall fill thy coffers, so that men shall call thee honourable. It shall make for thee ready servitors, for thou shalt say to this one 'Go,' and to that one 'Come,' and all shall do thy bidding. It shall bring thee all that satisfies, for it shall bring thee homage from thy fellow men.

And then in the boy's ears sounded his mother's words, 'Fear God rather than man.' 'Seek first the kingdom of God.'

The boy became a man, yet begun to pass unheeded among men, for he had not gold. His proud spirit could not brook the world's neglect. The pearl was offered him again. Would he choose that and walk obscurely, or the other, and be rich and honored for his crown of gold!

He forgot his mother's words, he forgot the all-seeing eye, he forgot the yearning tenderness of Him who became poor that we, through his poverty, might be made rich. He forgot all, and he took to his heart the other love! and so subtle was its nature, that, unconsciously to him, it supplanted all other affection! The desire for gold, that he might command the homage of men, burned deep in his heart. It corroded and consumed the memories of his early life; and the long grass sodden with rain, over his mother's grave, wept the only tears which were now shed there.

The earnest, tender light had faded from his eyes—they were now cold and hard; and instead of the open glance which had been their wont, they had now a repellent suspicious gaze. His form was bent, too, and the brow furrowed and knit with care. In the worn repulsive man, you scarcely recognized the frank and noble youth; for those powers which might have given him a high place in the intellectual world were prostituted to the base, sordid use of money-getting. His heart was canker-eaten.

But he gained his ends. Gold freely, lavishly, flowed into his money-chests, and men—low-minded—bowed, but they revered him not! When those who had early loved him died, he lived unloving and unloved. For he had lost all generous impulses, and he was now only a miser. Other men had treasures in the household, he had none but in his drawers and chests and bags. Other men had treasures in friends; he had no friends, and no treasures in any human heart. Other men had treasures in heaven; he had laid up none there, but hoarded them all on earth. He was offered the Pearl of Great Price, but refused it. He was offered the Love of Gold, and accepted it. He chose for what he should live, and lived for it. And then he miserably died! The first spirit came to his bedside and wept; the other came also and mocked. 'What shall it profit a man if he gain the whole world, and lose his own soul?'

3. TRANSFORMING POWER OF VICE.

You have heard the story of the Italian artist, who, meeting with a child of exquisite beauty, wished to preserve its features for fear he should never see such loveliness again. So he painted the charming face upon canvas, and hung it upon the walls of his studio. In his sombre hours that sweet, gentle countenance was like an angel of light to him. Its presence filled his soul with the purest aspirations. "If I ever find," he said, "a perfect contrast to this beautiful face, I will paint that also, and hang them side by side,—an ideal of heaven and hell." Years passed. At length, in a distant land, he saw in a prison the most hideous object he ever gazed upon—a fierce, haggard fiend, with glaring eyes, and cheeks deeply furrowed with lust and crime. The artist remembered his vow, and immediately painted a picture of this loathsome form, to hang beside the picture of the lovely boy. The contrast was perfect. His dream was realized. The two poles of the moral universe were before him. What was the surprise of this artist, on inquiry into the history of this horrid wretch, to find that he was once that lovely

little boy. Both of these pictures, the angel and demon of the same soul, now hang side by side in a Tuscan gallery.

4. A BEAUTIFUL FAITH.

"Beautiful, exceedingly," is the burial of children among the Mexicans. No dark procession or gloomy looks mark the passage to the grave; but dressed in its holiday attire, and garlanded with bright, fresh flowers, the little sleeper is borne to its rest. Glad songs, and joyful bells are rung; lightly as to a festival, the gay group goes its way. The child is not dead, they say, but going home." The Mexican mother, who has household treasures laid away in the *campo santa*—God's sacred field—breathes a sweet faith, only heard elsewhere in the poet's utterance. Ask her how many children bless her house, and she will answer; "Five; two here, and three yonder." So, despite death and the grave, it is yet an unbroken household, and the simple mother ever lives in the thought.

5. THE INDELIBLE NATURE OF INFLUENCE.

If a wafer be laid on a surface of polished metal, which is then breathed upon, and if, when the moisture of the breath has evaporated, the wafer be shaken off, we shall find that the whole polished surface is not as it was before, although our senses can detect no difference; for if we breathe again upon it the surface will be moist everywhere except on the spot previously sheltered by the wafer, which will now appear as a spectral image on the surface. Again and again we breathe, and the moisture evaporates, but still the spectral wafer reappears. This experiment succeeds after a lapse of many months, if the metal be carefully put aside where its surface cannot be disturbed. If a sheet of paper on which a key has been laid be exposed for some minutes to the sunshine, and then instantaneously viewed in the dark, the key being removed, a fading spectre of the key will be visible. Let this paper be put aside for many months where nothing can disturb it, and then in darkness be laid on a plate of hot metal—the spectre of the key will again appear. In the case of bodies more highly phosphorescent than paper, the spectres of many different objects which may have been laid on it in succession will, on warming, emerge in their proper order. This is equally true of our bodies and our minds. We are involved in the universal metamorphosis. Nothing leaves us wholly as it found us. Every man we meet, every book we read, every picture or landscape we see, every word or tone we hear, mingles with our being and modifies it. There are cases on record of ignorant women, in states of insanity, uttering Greek and Hebrew phrases, which in past years they have heard their masters utter, without, of course, comprehending them. These tones had long been forgotten; the traces were so faint that, under ordinary conditions, they were invisible; but these traces were there, and in the intense light of cerebral excitement they started into prominence, just as the spectral image of the key started into sight on the application of heat. It is thus with all the influences to which we are subjected.—*Cornhill Magazine*.

6. WHAT IS THE PALMETTO?

The South Carolinians have adopted the Palmetto as the emblem of their State. The Palmetto is defined as a cabbage tree. It attains a height of forty or fifty feet, and is the tallest of our palms. The summit is crowned with a tuft of leaves, varying in length and breadth from one to five feet, which gives it a majestic appearance.—Flowers, small, greenish, and disposed in long clusters. Fruit about as large as a pea, inesculent. Wood of no value, except for the construction of wharves. In short, it is as nearly worthless as a tree can well be. Its height, its "majesty," and flaunting pride, have probably commended it to the favor of the chivalry.

7. ORIGIN OF ENGLISH LAW.

The circumstances of society, the designs of rulers, and a variety of religious systems have created different codes of laws whose provisions have been so modified from time to time, and so interchanged, that it is not always easy to trace the channels through which particular legal forms or principles have come down to us.

Druid laws, from a remote and unknown antiquity, prevailed in Britain until about fifty years after Christ, when in the reign of the Emperor Claudius, Roman laws were established over that part which was held by the Romans, whose jurisdiction was gradually extended during the next thirty years, until in the reign of Vespasian they governed all Britain, which became a Roman province. For three hundred and fifty years England was subject to that magnificent body of laws which, during a long period of development and prosperity, the Romans had borrowed from other nations, or had

established, to define and protect individual rights. The jurisprudence under it consisted in the application of general principles to the controversies which are submitted to judicial examination, and not in a comparison of individual cases. Its principles were mainly deduced from the eternal and immutable laws of justice. Originally codified in the twelve tables, it was cultivated by Scaveola, Gallus, Rufus, Offilius, Tubero, Labeo, Sabinus, Longinus, Attilicinus, and a long line of distinguished jurists, of whose decisions a new digest was prepared by Salvius Julianus, in the time of the Emperor Adrian, and then began the golden age of the Roman civil law. This lasted for a hundred years, and comprised most of the great Roman law writers of whom Gaius, Papinian Paulus, Ulpian, and Modestinus deserve especial notice. When the Romans settled in Britain they carried with them their *Jura* and *Instituta*—their laws and customs—but they doubtless borrowed from the Druids whatever seemed peculiarly adapted to the circumstances of the people of Britain. When in the fifth century the savage Germanic hordes pressed fiercely upon Rome, she, to meet the crisis, concentrated her strength at home and abandoned her exterior possessions to their fate. Britain for twenty years was a prey to the incursions of the Picts and Scots, and though the Roman law, by its justice and reason commended itself to the sense of the people, yet in a state of anarchy and disorder, its authority declined.

About the time that Britain was abandoned (A. D. 429) the wild Burgundian Vandals, having been converted to Christianity, adopted the Roman laws, and their example was followed by other barbarian tribes, one of which, called the Saxons (in A. D. 449), passed over to Britain, ostensibly to deliver the Britons from their enemies, and began a career of conquest, doubtless taking with them the Roman laws, modified by their Germanic customs. After one hundred and fifty years, they had conquered the greater part of Britain, and formed the Saxon Heptarchy, and in A. D. 828 the Saxon Heptarchy was reduced to a monarchy, under Egbert the Great.

The ancient Britons under Arthur, and other native princes, attempted to stem the tide of foreign conquest, but were unable to drive it back. Of course Romanic-Saxon laws governed nearly all Britain, but in cases not prescribed by these laws, the old Druid or Roman law was often recognized, just as always some portion of the laws and customs of vanquished nations are adopted by their conquerors.

Two hundred and seventy-eight years before the time of Egbert the Great, the whole body of Roman civil law had been once more codified by the great Eastern Roman Emperor Justinian; and it is reasonable to suppose that this had an effect upon those in Britain, who had learned the Roman law from original sources, as well as upon those who had become familiar with it through Saxon authority. During the two hundred years of Saxon monarchy, subsequent to the reign of Egbert, the Danes made fierce incursions into Britain, where they finally established themselves about the time that Edward the Confessor collected and reduced all the different systems that obtained in England to one common law. Then followed the Norman invasion, when William the Conqueror adopted the laws of the country, and afterwards introduced and mingled with them Danish, Mercian and West Saxon laws. Springing from these sources, yet flowing mainly in two distinct streams, legal science in England has been steadily advancing under the Plantagenet, Lancaster, York, Tudor, Stuart, and Brunswick reigning families.

VII. Papers on Physical Geography.

I. ITALY A FIRST CLASS POWER.

The application of Spain, backed by Napoleon, to be admitted as a member of that close corporation known as the first class powers of Europe, was, as our readers are aware, unsuccessful. Another nation is now standing at the door and ready to apply in still louder tones for admission. Victor Emmanuel has accepted the crown of the kingdom of Italy, which thus includes the entire peninsula, except a small district round Rome and the province of Venetia. It will now be worth while to bestow a glance at the new kingdom, its extent, population, resources and industry.

The original Sardinian States, minus Savoy and Nice, contain about 23,100 square miles, with a population of probably four millions and a quarter. The last census was taken in 1857, showing an aggregate population of 5,167,542. It is not likely that there has been much increase since that time, owing to the hostilities carried on last year and the present. Some accessions have come from Venetia; but as many Piedmontese have probably emigrated to the newly acquired states.

The province of Lombardy, annexed last year, has an extent of 8,538 square miles, with a population slightly exceeding three

millions in 1856; at present it can hardly be less than 3,200,000, and may be fifty thousand higher. Add to these the territories acquired on the south side of the Po—Modena, with 2,073 square miles and 604,512 inhabitants in 1857; Parma, with 2,184 square miles and 499,835 inhabitants, and Tuscany with 8,712 square miles and 1,793,967 inhabitants—we have an aggregate, exclusive of the Romagna, of 21,507 square miles, with a population of 6,098,302, or in round numbers at present, 6,250,000.

The two Sicilies, just annexed, have an extent of 41,421 square miles, with a population, in 1856, amounting to 9,117,050. Owing to the tyranny of the government and the losses by war, the increase of the inhabitants must have been inconsiderable, if there has not been an actual decrease. We shall take the figure then returned as the present population.

The Papal States already acquired comprise the legations of Bologna, Ferrara, Forli and Ravenna. Since then, the Marches, comprising that part of the Pope's dominions which is on the eastern slope of the main Apennines; and Umbria, the ancient name of that region between the main and the sub-Apennines, have since declared for annexation to Piedmont. How much further the revolutionary movement will extend is uncertain; but conceding to Victor Emmanuel the central and eastern portions of the Papal States, it would leave the Pope with less than 2,000 square miles of territory, with (say) 400,000 inhabitants, including those in Rome. The annexed portions would thus comprise about 15,000 square miles, containing a population of 2,725,000, according to the census of 1852.—*N. Y. Commercial Advertiser.*

2. REMARKABLE LAKES IN PORTUGAL.

On the top of a ridge of mountains in Portugal, called Estralla, are two lakes of great extent and depth, especially one of them, which is said to be unfathomable. What is chiefly remarkable in them is, that they are calm when the sea is so, and rough when that is stormy. It is, therefore, probable that they have a subterranean communication with the ocean; and this seems to be confirmed by the pieces of ships they throw up, though almost forty miles from the sea. There is another extraordinary lake in that country, which, before a storm, is said to make a frightful rumbling noise, that may be heard at a distance of several miles. And we are also told of a pool or fountain, called Fervencias, about 24 miles from Coimbra, that absorbs not only wood, but the lightest bodies thrown into it, such as cork, straw, feathers, &c., which sink to the bottom and are never seen more. To these we may add a remarkable spring near Estremes, which petrifies wood, or rather encrusts it with a case of stone; but the most remarkable circumstance is that in summer it throws up water enough to turn several mills, and in winter is perfectly dry.

3. EXPLORATIONS IN AFRICA.

Almost day by day the great African mystery, the source of the Nile, is being gradually dissipated. The latest accounts of all shew how nearly the veil is removed from the standing enigma of ages. While Capt. Speke and Burton were trying to work their way to the North, in hopes of discovering the connection of the river with the fresh water lakes that they first explored, a new competitor, Signor Giovanni Miani, of Venice, was employed, unaided and alone, in tracking the southern course of the White Nile beyond the furthest limit yet attained. All exploration had previously stopped at Gondokoro, in N. lat. 4° 30', where immense cataracts put a limit to navigation. Miani, however, was not to be foiled by them. Leaving his boat, he made a circuit round the mountain-chain, and reached the White Nile again after five days' travel, pursued its course through hostile nations and ferocious animals, as far as the second degree of North latitude, till, completely exhausted with fever and the wounds he had received, he was compelled to return at the time when only 270 geographical miles remained to be explored between his position and the most northerly point reached by Capt. Speke. The particulars of his journey, which were full of interest, have just been published by the Geographical Society, under whose auspices a fund is now being raised for the final and complete examination of the district, in which the services of the above named explorer are now to be engaged. A new expedition to Central Africa in search of Dr. Vogel is being prepared in Germany. Committees for the promotion of this undertaking, which promises to become a national one, have been formed in different places in Germany.

4. OCEAN BEACH OF OREGON.

On the ocean beach of Oregon, the surf is continually casting up little rows of variegated stones, prettily rounded by the action of

the sand and water, and exhibiting all the hues of gems. They average the size of common beans, and are generally transparent; scintillating in the sunlight with the colors of the ruby, the sapphire, the amethyst and the emerald. Sometimes a perfectly round one is found, of an amber color and as clear as glass.

5. EXTENT OF COMMERCE OF THE MISSISSIPPI.

The Mississippi River extends 2,100 miles from frozen regions of the North to the sunny South, and with the Missouri river, is 4,500 miles in length. It would reach from New York across the Atlantic Ocean, or from France to Turkey and the Caspian Sea. Its average depth is fifty feet, and its width over half a mile. The floods are more than a month travelling from its source to its delta. The trappers can exchange the furs of animals caught by them on the Upper Mississippi for the tropical fruits gathered on the banks below. The total value of steamers afloat on the river and its tributaries, is more than \$60,000,000, numbering 1,600 boats, with more than twice the steamboat tonnage of England. It drains an area of 1,200,000 square miles, and washes the shores of twelve powerful States. In one single reservoir at Lake Pepin, between Wisconsin and Minnesota, 2,500 miles from the sea, the navies of the world might ride at anchor.

VIII. Short Critical Notices of Books.

— **ENGLAND'S YEOMAN.**—New York: R. Carter & Brothers. This is another of those beautiful tales by Miss Charlesworth, who is the authoress of the beautiful and popular tale of "Ministering Children," the "Ministry of Life," and several other admirable books of a much smaller size. In this reprint of an English book, Miss Charlesworth tells us that she "draws back the curtain from the inner life" of an English farm homestead, "that its light may shine to the glory of God, and the blessing of those willing to learn by its bright example." The story is indeed a touching one; but, nevertheless, a triumphant testimony to the divine effects of true religion in the heart.

— **TRUE MANHOOD.**—New York: R. Carter & Brothers. This is also a reprint of an English book. It contains several lectures by the Rev. Wm. Landers, on the following subjects: "The Nature of True Manhood," "The Foundation and Source of True Manhood," and "The development of True Manhood." The work is one calculated to be of great service to young men on their first start in the world. Its counsels and advice are excellent, and well worthy of their confidence.

— **HINTS ON THE CULTURE OF CHARACTER.** London: James Hogg and Sons. This is another of those admirable books which are designed to assist in the formation and permanent growth of Christian character. The "Hints" are taken from the writings of Archbishops Sumner and Whately, Bishops Tait, Hamden, Wilberforce, Thirlwall, Woodsworth, Blomfield, and Heber; Archdeacons Hare and Berens; the Rev. Drs. Milman, Trench, Croly, Jelf, Robinson, Whewell, Moberly, Vaughan and Arnold; and the Rev. Messrs. Harter, Gleig, A. W. Hare, Sydney Smith and Hussey.

— **TOM BROWN AT OXFORD, Vol. I.**—New York: Harper & Brothers. The fame of the series of which this book is a sequel is so well established that we can add little to the interest which they excite by any remarks we may make. They exhibit with remarkable freshness and vigor the every day life of school and college life in England. A Boston edition of the book is also published by Messrs. Ticknor & Co.

— **YALE AGRICULTURAL LECTURES.**—New York: Saxton Barker, and Co. This book includes within its 179 12mo. pages, an outline of the first course of Lectures delivered during the Agricultural Convention, (in Yale College,) at New Haven, February, 1860. The course of lectures extended over four weeks, and included addresses from twenty-seven distinguished agricultural lecturers, on as many different agricultural topics. The sketches of lectures are valuable, as they contain in a compressed form the latest opinions and experience of the most competent and enlightened agriculturists.

— **GRAPES OF ESHCOL.** New York: R. Carter and Brothers. This is another of these beautiful books by the Rev. John R. Macduff, D.D., who is so well known as a Scotch Presbyterian minister and writer. The religious counsels and consolations of these "Gleanings from the Land of Promise," will be inexpressibly dear to all devout christians, "who are in any wise afflicted, whether in mind, body or estate." There are thirty-one rich bunches of "Grapes," in the book—one for every day in the month.

IX. Educational Intelligence.

CANADA.

— **LAW FACULTY, QUEEN'S COLLEGE, KINGSTON.**—The authorities of Queen's College, Kingston, have lately established a law faculty in the University; and at the meeting called for that purpose, the platform was occupied by the Trustees, the Principal and Professors, and the leading members of the Bar at Kingston, who appeared in a body, in their robes.

The proceedings were opened with prayer, by the Very Rev. Principal Leitch.

The Hon. John Hamilton, M.L.C., Chairman of Trustees, read the minutes of the executive body, relative to the formation in the University of a Faculty of Law, and the appointment of the Hon. Alex. Campbell as Dean, and of Mr. Burrowes and Mr. Draper as Lecturers in the faculty. These gentlemen were formally introduced to the Principal and Professors, and took their places as Members of the Senate.

The Principal, in calling upon the Hon. Mr. Campbell, as Dean of the Faculty of Law, to announce the arrangements for the session, alluded to the invaluable aid that had been given by Mr. Campbell in the establishment of the faculty. By means of his exertions, backed by the Bar of Kingston, the faculty had been established, and to him the University must still look for aid and counsel in carrying out the work. This was the feeling that led to his selection as Dean, and they all felt that the duties of that office could not be in better hands than those of Mr. Campbell, whose character as a scholar, as a lawyer, and as a statesman, has been long known in Canada.

Mr. Campbell, the Dean, announced that the law lectures would be delivered in the College four days a week, by Mr. Burrowes and Mr. Draper, the classes to meet from nine to ten, a.m. He stated that examinations would take place before the Faculty at the end of each session; and that attendance for three sessions, with successful pass-examinations at the termination of each, would entitle a student to the degree of LL.B. Various other details were explained; after which the Dean referred to the fact that the law students in the city had, almost without exception, entered their names for matriculation. He acknowledged the complimentary allusions that had been made to his own connection with the faculty, and expressed his interest in the scheme, paying a well-merited tribute to the professional ability and zeal of Mr. Burrowes and Mr. Draper, upon whom the duties of teaching had devolved, and upon whose exertions the success of the faculty would very much depend.

Mr. Draper was then called upon, and, having taken his place at the dais, delivered a lecture introductory to the Law Course. He alluded to the comparative merits of the different modes in which a knowledge of law might be acquired; to the antiquity of law lectures; the relation of the different grades of lawyers in England; and the past and present position of the profession in Canada. Attention was drawn to the many prizes within the reach of the lawyer in this country; to the public offices that could be filled by lawyers alone; and he pointed out, in strong terms, the peculiar abilities and training required for success in the profession. The more striking passages of Mr. Draper's eloquent lecture were loudly applauded, and a unanimous vote passed that it should be printed.

The Very Rev. Principal Leitch then rose and spoke as follows:—Mr. Chairman,—It must be a matter of much gratification to you and the other trustees associated in the management of this institution, to witness this day the completion of its organization. The growth of Queen's College is characteristic of the rapid progress of all the institutions of this country. It had its origin in very small beginnings, and it has worked its way steadily onwards till it now presents the only University in British America with a staff of professors in all the faculties of arts, theology, medicine, and law. The leading position which this University has always occupied in the higher education of the Province, is due to the principle, steadily carried out, that a standard of academic education of the highest type should be maintained at all hazards. There was a strong temptation to lower the education to the supposed necessities of the country, but it was felt that the very mission of a University was to raise the people to its level, instead of lowering itself to the level of the people. It took its model chiefly from the Scottish Universities that gave to England such men as Brougham, Lord John Russell, and Lord Campbell; and the result has been a steady, onward progress, and a gradual development into all the professional faculties. It is deeply to be regretted that the Government of this Province should, when administering the large University endow-

ments at their disposal, have constructed a system based on the most unsatisfactory type of University education in England, viz., that of the University of London. This University never contemplated taking the high position of the old English Universities of Oxford and Cambridge. It never professed to give a high academic tone to the youths who receive its diplomas. It was a misnomer to call it a University, as its functions are simply those of a Board of Examination,—as in the case of those Boards recently organized for the examination of candidates for appointments in the public service, or the district Boards of Examiners in this Province, for the examination of schoolmasters. It exacts no academic training, and confers its degrees simply on the grounds of knowledge. It may, at first sight, appear that if a man has knowledge, it does not matter how it has been acquired. This is true if it is mere knowledge alone that is required. But there is something better than the mere possession of knowledge. Mental culture—the training of the faculties to proper action and academic discipline are objects of higher import in the education of the young. A student's future success in life depends not so much on the knowledge he has acquired as on the way in which it has been acquired. And knowledge may be acquired in such a way as permanently to injure the mental faculties and habits of the young. There could not be a more ingenious device for dwarfing the intellect and producing inferior men than this system of cramming fostered by the University of London as a cheap substitute for real education. I say it is deeply to be regretted that the Government of this country, instead of going to the long-tried Universities of Britain for a model, should have gone to the University of London, the very embodiment of superficiality. The people of Canada asked bread, and payed dearly for it too; they wanted that real education that nurtures greatness; but for bread they received a stone—a mere superficial resemblance to the real article. Queen's College has always occupied a position of protest against this system, though a title of affiliation was granted by statute. Were we to affiliate, the genuine degrees granted by this University would be put on a level with the paper degrees granted by the Central Board, which do not necessarily imply college training. It has protested in the conviction that the position thus taken may have some weight in leading the people of Canada to demand a reconstruction of the whole system, by which the ample revenues set apart for the purpose may be appropriated to their rightful use. I have made these remarks to explain the basis on which the law faculty is constructed. It was quite in our power to grant degrees in law, as is done in Toronto under the University arrangements of the Government, without any law education whatever. We might simply ask the students in law to come and pass an examination at the College, and to confer upon them the degree of LL.B., entitling them to have their indentures shortened by two years; and this alternative was considered by the Bar of Kingston; but it was rightly regarded as an evasion of the statute, which, in spirit at least, required that the students should receive a *bona fide* education in law, and not merely pass an examination which they would at any rate have to pass before the Law Society. To the honour of the Bar of Kingston, they would not countenance such an evasion. But how was the faculty to be established? We had no surplus revenue—we had not the public purse to dip into. The difficulty was at once solved by the Bar of Kingston coming generously forward to supply both the men and the means. No better guarantee for the need and usefulness of a law faculty could be given than this spontaneous action of the legal gentlemen of Kingston. And I may observe, that this spontaneous action should be the basis of Government action. The rise of this institution is a good example of what the people can do for themselves; and I hold that the best principle on which State assistance can be given, is to aid only those who manifest sufficient educational life to aid themselves. The great academic institutions of Britain sprung directly from the educational life of the people. All that the State did was to foster the vitality already manifested. It is those institutions alone that have struck their roots deep in the soil. When Government thrust artificial systems on a country, simply by the force of the public money, and irrespective of all voluntary action, they never thrive. It is the duty of Government to leave the higher as well as the common school education to the people themselves, and to content themselves with aiding institutions on which the people have put their *imprimatur*. We acted upon this principle in founding the faculty of law. We did not first go to Government and say, Queen's College requires the establishment of the faculty of law to complete her organization; give us funds and we shall set about the work. No! we resolved first to construct the faculty, and, if the State chooses to bestow favours,

we shall gratefully accept them, but we decline making our existence depend on its fiat. The advantages of such a faculty to young men studying for the bar are very obvious. There is no profession so capable of deriving advantage from academic training. There is no study more bewildering than that of law, unless the student has a guide. I need not say that the instruction will not be confined merely to reading formal lectures, a system which is now exploded in all the faculties. The tuition will chiefly consist in directing the private study of the students, and examining upon the books read. It is proposed also to train the students to oral discussion, which will have a most important bearing upon their future success at the bar. The united education of law students at college, will also cherish an *esprit de corps* which they will find of advantage in their future career. The direct advantage arising from a course of law study here, is, that the student, if he takes a degree before he is articulated, will require to be articulated only for three years instead of five. It is reasonable also to expect that the Legislature will allow the lectures here to stand for the mere formal course given at Osgoode Hall, to attend which students have to be put to much expense. From this statement you will perceive that the establishment of this faculty is altogether due to the liberality and public spirit of the Bar at Kingston, who have this day honoured the University with their presence. I beg therefore to propose a hearty vote of thanks to that learned body, for the interest they have manifested and the exertions they have made for the establishment of the faculty of law.

A cordial vote of thanks was accordingly accorded to the Bar of Kingston.

Mr. Kirkpatrick rose to acknowledge, on the part of the Bar, the compliment that had been paid them by the united University. Principal Leitch, he said, when he came among them to preside over Queen's College, found that, while the institution had made great advances, and was doing good in various departments, it was yet deficient in one respect,—there was no law faculty. He communicated with the members of the Bar, and, after full consideration, it was agreed by the University authorities that a law faculty should be established. The question was,—Should examinations be instituted and degrees granted on the strength of these; or, shall there be law-teaching to qualify for a degree? There was a strong temptation to yield for the former course, and form a faculty without lectures, for the trouble would not be great, and the University would not be put to extra expense. But the University authorities had said to themselves,—We shall have no sham degrees; we must provide the means of affording knowledge and training before granting degrees: and the Bar agreed with them in this. The result has been that the University has received the support of the Bar in their attempt to elevate the standard of legal training, and the Bar have afforded the means of practically carrying it out. The Bar of Kingston has ever held a high place in Canada, and it feels gratified that this step has been taken, not only because it will facilitate the acquisition of legal knowledge, but also because it will serve as a bond of union between the University and the Bar. We have, he said, looked on at the progress of this University from year to year with much interest. Its success has been great; and, as its faculties have been from time to time increased, its whole organization has become strengthened,—for “Union is strength.” We see to-day the only remaining blank filled up; a law faculty has been instituted, and it will unite with others in giving stability to the whole. We are proud, therefore, to give our aid on this occasion in completing the organization of an educational institution of so great importance to the welfare of our country.

The Rev. Principal pronounced the benediction.—*Presbyterian*.

—FREE SCHOOLS IN NIAGARA.—At a meeting of Common School Trustees for the Town of Niagara, held on Monday evening the 11th of March, it was agreed to make the Schools in the Town free for the present year, and in order to secure a full and regular attendance the following resolution was passed: *Resolved*.—That in order to secure a more regular attendance of children at the Common Schools of this Town, it is hereby decided that children absenting themselves from School for ten consecutive days or attending irregularly without giving the teacher a sufficient or reasonable excuse, it shall be the duty of the Teacher to dismiss such child, and give such notice to the Superintendent, and in no case shall the child be re-admitted, except through an application to the Trustees, and that a copy hereof be published in the *Mail* newspaper, and read once in each Common School.

—CANADIAN LITERARY INSTITUTE.—It will be remembered that, in January last, the building of the Canadian Literary Institute, at Woodstock, was destroyed by fire. The trustees are now making every effort to rebuild the premises during the present year, and appeal to the friends

of education to assist them in the time of need. To this end, a public meeting is announced to be held this (Tuesday) evening, in the Baptist Church, York street, at half-past 7 p.m., when the Rev. R. A. Fyfe, D.D., principal of the Institute, and others will attend and address the meeting, and explain the present position and working of this educational establishment. We trust that the inhabitants of London will act generously towards their Woodstock friends, and help them in their emergency.

— MCGILL COLLEGE, MONTREAL.—The Montreal papers notice another instance of the bountiful liberality of the Molson family. Some time since the three brothers—the Hon. John, William and Thomas Molson endowed the chair of English Literature in McGill College with a gift of £5,000. Now Mr. William Molson has intimated his intention of immediately constructing, at his own expense, the west wing of the building of the same college, which, though a part of the original plan, has, for lack of funds, never been erected. This wing will contain the Convocation Room and Library of the University, and is to be called the Molson Wing. We understand the building will probably cost sixteen thousand dollars.

— HIGH SCHOOL, MCGILL COLLEGE.—R. Davidson, Esq., Cashier of the Bank of Montreal, and one of the Governors of McGill College, has founded a prize of a gold medal in the High School department, to be conferred each year upon the dux of the school if he attain a sufficient proficiency.

X. Departmental Notices.

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

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

FORM OF APPLICATION FOR PUBLIC LIBRARY BOOKS, MAPS APPARATUS, SCHOOL PRIZE BOOKS, ETC.

[Insert Post Office address here.]

SIR,—The [Trustees, or Board of Trustees, if in Towns, &c.] of the . . . School being anxious to provide [Maps, Library Books, or Prize Books, &c.] for the Public Schools in the [Section, Town, or Village, &c.] hereby make application for the . . ., &c., enumerated in the accompanying list, in terms of the Departmental Notice relating to . . . for Public Schools. The . . . selected are *bona fide* for the . . .; and the CORPORATION HEREBY PLEDGES ITSELF not to give or dispose of them, nor permit them to be given or disposed of, to the teacher or to any private party, or FOR ANY PRIVATE PURPOSE WHATSOEVER, but to apply them solely to the purposes above specified in the Schools of the . . ., in terms of the Departmental Regulations granting one hundred per cent. on the present remittance. The parcel is to be sent to the . . . Station of the . . . Railway, addressed to . . .

IN TESTIMONY WHEREOF, the Corporation above-named, hereto affixes its corporate seal to this application, by the hand of . . .*, this . . . day of . . ., 186-.

Amount remitted, \$. . .

Trustees must sign their own names here.—See page 41. } Corporate seal to be placed here.

To the Chief Superintendent of Education,
Toronto.

NOTE.—Before the Trustees can be supplied, it will be necessary for them to have filled up, signed, and sealed WITH A PROPER CORPORATE SEAL, as directed, a copy of the foregoing

* The Trustees of the Section; Chairman and Secretary of the Board of City, Town, or Village Trustees; Warden, Mayor, or Reeve.

Form of Application. On its receipt at the Education Office, the *one hundred per cent.* will be added to the remittance, and the order, so far as the stock in the Depository will permit, made up and despatched. Should the Trustees have no proper corporate seal, the Department will, on the receipt of *two dollars* additional, have one engraved and sent with the articles ordered.

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

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

SCHOOL REGISTERS SUPPLIED THROUGH LOCAL SUPERINTENDENTS.

School Registers are supplied gratuitously, from the Department, to Common and Separate School Trustees in Cities, Towns, Villages, and Townships by the County Clerk—through the local Superintendents. Application should therefore be made direct to the local Superintendents for them, and not to the Department. Those for Grammar Schools will be sent direct to the head Masters, upon application to the Department.

PRE-PAYMENT OF POSTAGE ON BOOKS.

According to the new Postage Law, the postage on all books printed circulars, &c., sent through the post *must be pre-paid by the sender*, at the rate of one cent per ounce. Local Superintendents and teachers ordering books from the Educational Depository, will, therefore, please send such an additional sum for the payment of this postage, at the rate specified, and the new Customs duty, as may be necessary.

NO PENSIONS TO COMMON SCHOOL TEACHERS, UNLESS THEY SUBSCRIBE TO THE FUND.

Public notice is hereby given to all Teachers of Common Schools in Upper Canada who may wish to avail themselves at any future time of the advantages of the Superannuated Common School Teachers' Fund, that it will be necessary for them to transmit to the Chief Superintendent without delay, if they have not already done so, their annual subscription of \$4, commencing with 1854. The law authorizing the establishment of this fund provides, "that no teacher shall be entitled to share in the said fund who shall not contribute to such fund at least at the rate of one pound per annum." No pension will be granted to any teacher who has not subscribed to the fund.

UPPER CANADA SCHOOL BOOK DEPOT.

R. & A. MILLER have REMOVED to No. 62, King Street East, where they will be found the largest assortment of SCHOOL BOOKS in Canada. Teachers are requested to call.

R. & A. M. are the sole agents for LOVELL'S SERIES OF SCHOOL BOOKS, of which the following are published:—"The National Series," carefully revised and punctuated, printed from new stereotyped plates, on good paper, and well bound; "Sangster's Elementary" and "National Arithmetics," the second editions, carefully revised; "Sangster's Philosophy;" "Robertson's Grammar;" "Vasey's Classical English Spelling Book;" "Vasey's Grammar made Easy;" "Gordon's Outlines of Chronology;" and "Barber's Elocution."

In the Press, and nearly ready, "LOVELL'S GENERAL GEOGRAPHY," containing 43 coloured Maps and numerous Illustrations, &c., by J. George Hodgins, LL.B.; and the "KEY TO SANGSTER'S NATIONAL ARITHMETIC."

☞ School Dialogue Books and Speakers, of the best and latest Editions, kept constantly on hand.

60, St. François Xavier Street,
Montreal.

R. & A. MILLER,
62, King Street East,
Toronto.

ADVERTISEMENTS inserted in the *Journal of Education* for 25 cents per line, which may be remitted in postage stamps, or otherwise.

TERMS: For a single copy of the *Journal of Education*, \$1 per annum; back vols., neatly stitched, supplied on the same terms. All subscriptions to commence with the January Number, and payment in advance must accompany the order. Single numbers, 12½ cents each.

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