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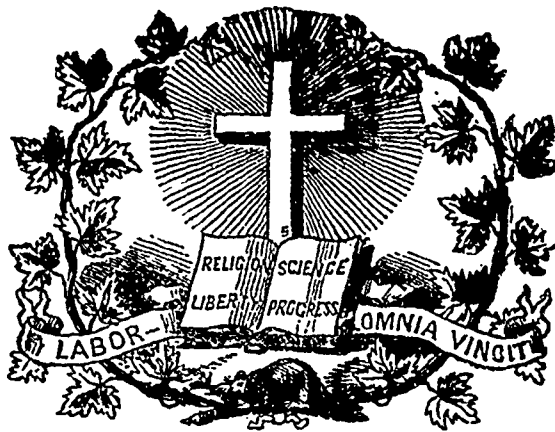
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# JOURNAL OF EDUCATION.

Volume IV.

Montreal, (Lower-Canada) February, 1860.

No. 2.

**SUMMARY.**—**EDUCATION:** The Colleges of Canada—The University of Toronto, by Hon. P. J. O. Chauveau, (continued from our last).—School Days of Eminent Men in Great Britain, by J. Tains, F. S. A. (continued)—Suggestive Hints towards improved secular instruction, by the Rev. Richard Dawes, A. M.: 11th, Natural Philosophy.—By precept and example too.—Talk not much nor loud.—Something about schools.—**LITERATURE.**—Poetry: Lament for the old tree, by Anne Elizabeth.—**OFFICIAL NOTICES:** Erection of a School Municipality.—Appointment of Schools Commissioners.—Diplomas granted by Boards of Examiners.—Donations to the library of the Department.—**EDITORIAL:** Council of Public Instruction.—Courses of public lectures.—Education in New-Brunswick.—Report of the Chief Superintendent of Education for Lower Canada for 1858.—Extracts from the reports of the Inspectors of Schools, (continued)—Notices of Books: Dawson's Archaïa.—Borthwick's British Canadian Reader.—Vasey's classical spelling-book.—Vasey's grammar made easy.—**MONTHLY SUMMARY:** Educational intelligence.—Literary intelligence.—Scientific intelligence.

The Ursuline Convent of Québec . . .	164,616 acres.
The Ursulines of Three Rivers . . . . .	38,909 "
Recollets . . . . .	945 "
Bishop and Seminary of Québec . . . . .	693,324 "
Jesuits . . . . .	891,845 "
St. Su'picians, Montreal . . . . .	250,191 "
General Hospital, Québec . . . . .	28,497 "
Do Do Montreal . . . . .	404 "
Hotel Dieu, Québec . . . . .	14,112 "
Sœurs Grises . . . . .	42,336 "
	2,125,179 "

## EDUCATION.

### THE COLLEGES OF CANADA.

#### III.

#### The University of Toronto.

(Continued from our last.)

"The measure unsettles all property, by depriving the University of King's College of an endowment which is the gift of the Crown, and thus it introduces a precedent, the most destructive to the very existence of society. If the Patents for land are to be touched, there is an end to the permanency of any Institution, and public and private property is alike placed at the mercy of a reckless and changing majority. The University of King's College holds its property by direct grant from the Crown, and its title to the same is equally if not more clear than that by which the Religious and Collegiate Institutions of Lower Canada hold theirs, though very inferior in value and extent; but if it is to be confiscated without reason, and applied at the will of the Legislature, it is only the commencement of an evil that all good men must deplore. There may be a majority found (though I do not believe it) willing to confiscate the University of King's College; but in a very short time, should so wicked a thing be consummated, another majority will be found, fortified by so unprincipled a precedent, to confiscate the like endowments in Lower Canada; for it is not to be supposed that when confiscation once commences, it will be permitted to stop, more especially since the temptation will be much greater. The endowment of the University of King's College amounts only to two hundred and twenty-five thousand acres, whereas the property belonging to the Collegiate and Religious Institutions of Lower Canada exceeds two millions of acres, as appears from the following table:—

"Your Memorialist deprecates touching one single acre of those endowments; they are all dedicated to sacred purposes, and should be held sacred. What he contends for, is, that the Endowment of the University of King's College is equally sacred, and that, if it be taken away (which God forbid) the time will come, sooner or later, when so productive a precedent will be applied to their confiscation. Your Memorialist therefore prays that the Endowment of the University of King's College may remain as it is, undisturbed, and he feels assured, that no one who honestly wishes to preserve the endowments in Lower Canada, can, with any consistency, vote for its confiscation."

The following extract, from the Kingston correspondence of the *Canadian*, written, we believe, by E. Parent, Esq., who had but shortly before given up his editorial connexion with that paper, and dated 29th November 1843, will show the views that were entertained on the subject by some of the leading members for Lower Canada, at that time:

"The lofty pretensions of the prelate, says Mr. Parent, could not have been much to the taste of the members of the national church of Scotland, nor to others not belonging to "the church of the Empire," which alone is "pure," and in which alone is found "truth." He likens the endowment of the University of Toronto to that of the religious establishments in Lower Canada, but he forgets that these are guaranteed by the treaties with France.

"In 1828 this University was created by a Royal Charter, with provisions dictated, we must confess, in a sectarian and exclusive spirit; all the professors and directors should belong to the Church of England, and also those who might desire to take degrees in divinity. The degrees in the arts and other faculties were open to all denominations.

"The establishment of this University or College, to be richly endowed from the public demesne, with a right to possess real estate producing £15,000 net revenue annually, and revenues proceeding from other sources, without limitation, was a brand of discord thrown into the midst of the population of Upper Canada, of which the majority are composed of dissidents. The protests of the people were so strong and so urging, that the Crown,

in 1837, was obliged to surrender the University's Charter to local legislation. So that since that time it has become in fact and of right, provincial and common property, subject to the legislature of the country, like all public institutions.

"Amongst other changes made in the Royal Charter, by the Act of 1837 (7, Will. IV, c. 16), the Judges of the Court of King's Bench are declared visitors; it is no longer necessary that the President be an ecclesiastical dignitary, nor that the members of the Council, or the professors, should belong to the Church of England, and one may, without belonging to that church, take any of the degrees.

"Behold then the institution divested of its sectarian character and become common property, the University open to every one, to all the Christian denominations of Upper Canada, a thing which should have existed from its very origin in the midst of a people of different creeds, unless special foundations were made for all the Christian Communions, and which the imperial and the local authorities recognised in passing or adopting the act of 1837. We may even say that such had been the intention of the royal founder, and the exemption from the test in taking degrees in the profane sciences seems to prove it, and that his successor on perceiving that this intention could not be realised with the charter of 1837, allowed the local legislature to adopt new provisions to that effect, as being better qualified to judge of what was necessary to the people of Upper Canada. The first step was made to accomplish this end in 1837, but the experience of six years has shown that it was not sufficient, that something more was required, and this is the object of Mr. Baldwin's bill, against which the Bishop of Toronto now so strongly protests. This bill appears to meet with the approval of all reasonable persons in Upper Canada, even of those belonging to the "Established Church." That the High Church and State party makes a great noise about it, is quite natural; but it is rather comical to see them try to alarm our religious institutions, as if the two cases were upon a par. There is in Lower Canada only one institution which is nearly in a similar position to the University of Toronto, the McGill College, which having been founded with general views, is now under the control of a particular sect."

Notwithstanding the weight of some of the arguments contained in that letter, it is doubtful whether the majority of the Lower Canadian members could have been brought to vote in favour of the measure. But the first parliamentary campaign against King's College ended without any decisive battle being fought. Immediately after Mr. Draper's speech, the debate was adjourned to a subsequent day, and in the mean time the antagonism then existing between Sir Charles Metcalf and his advisers reached a crisis. Mr. Lafontaine and Mr. Baldwin resigned their offices, the latter carrying along with him in opposition, amongst other formidable weapons, his undefeated College bill.

Shortly after that, Mr. Draper was placed with Mr. Viger at the head of affairs. He did not think that such immense political capital as the University question, ought to be left altogether in the hands of his opponents, and the conservative party adopting a policy not unfrequently resorted to by them, both in England and in Canada, resolved on doing themselves very nearly that which their opponents were advocating.

This to the friends of the old Charter was certainly the most severe blow they could receive. But the zeal of the Bishop of Toronto was not of a nature to be in any way impaired even by a desertion which left the fate of King's College altogether at the mercy of his opponents.

A few words on the biography of this eminent man will not be out of place (1). John Strachan was born at Aberdeen, on the 12th of April, 1778. In early life he displayed

that indomitable perseverance and application, which have always formed the prominent features of his character. He received his education at King's College, Old Aberdeen, where he obtained the degree of Master of Arts, and then removed to the neighbourhood of St. Andrews, at which University he attended lectures on Divinity. In 1797, being only nineteen years of age, he made in the village of Kettle his first essay in the great field of educational labour. Amongst his pupils, at that time, was David Wilkie, since so well known as a distinguished painter. He quickly perceived the young man's genius, and but for his protection, the artist might have remained in obscurity.

In 1799, Governor Simcoe being desirous of establishing grammar schools in every district in Upper Canada, with a University at their head, at the seat of Government, gave authority to Mr. Cartwright and to Mr. Robert Hamilton, two of his executive councillors, to procure a gentleman from Scotland to take charge of the College and carry out his views.

The celebrated Dr. Chalmers had the first offer, but having declined, he recommended Mr. Strachan, whom he had known and appreciated at the University of St. Andrews. The future Bishop arrived at Kingston on the last day of the year, much harrassed by the fatigues of a voyage the discomforts of which it would be difficult to imagine in our steamship and railway days, but of which, however, some idea may be conceived from the fact that he had left Greenock at the end of August. On arriving he was informed that Governor Simcoe had returned to England, and that the intention of establishing the projected College had, for the time, been abandoned. It did not require much observation of the country and of its thin and scattered population to convince him that he had been sent for a little too soon, for such an undertaking. He was enabled by his activity and strength of mind, promptly to overcome the disappointment he must have felt, and he wisely resolved on doing the next best thing to that which he had contemplated. He arranged with Mr. Cartwright to instruct his sons and a select number of pupils, during three years. Such an intimacy was formed between the father and the teacher, that Mr. Cartwright afterwards left him the guardianship of his children. Other and invaluable friendships were formed by the able professor, and especially with the Rev. Dr. Stuart under whose advice and instruction at the expiration of his engagement with Mr. Cartwright, he was found prepared to enter the Church. Accordingly, in May 1803, he was ordained Deacon, and appointed to the mission of Cornwall. His clerical duties in the small congregation of the Church of England which then existed in that place, left him the leisure of soon returning to his former and cherished vocation. With such of his pupils as had not finished their studies at Kingston, and others from both sections of the Province, whom his fast spreading reputation gathered around him, he formed the Cornwall school, which he conducted during nine years with an average attendance of fifty to sixty scholars. Among them were the present Chief Justice of Upper Canada, Sir John B. Robinson, and the late Chief Justice of the Common Pleas, Sir J. Macaulay.

(1) *The Rise and Progress of Trinity College, Toronto, with a sketch of the Life of the Bishop of Toronto, as connected with Church Education in Canada*, by H. Melville, M. D., Toronto, 1852.

In 1807 the name of the pupil of St. Andrews and of Aberdeen had obtained a renown which these institutions acknowledged by conferring on him the degrees of Doctor of Laws and of Doctor of Divinity. In 1812 he was appointed Rector of Toronto, and in 1818 he was called to the Legislative Council, having previously been made an Executive Councillor. In 1825 he was made Archdeacon of York, and in 1839 Bishop of Toronto, a diocese till very recently comprising the whole of Western Canada; and at his advanced age, says the biography we have been condensing, he discharges his pastoral duties with an energy and activity seldom equalled.

It is evident from the political position which he had occupied, that he had not only been of great service to the conservative party, but that, moreover, he was for a very long time the soul of that party, the leaders of which were his very pupils. In 1836 he had resigned his seat in the Executive Council, and in 1840 when the British ministry adopted the measure for uniting the two provinces of Upper and Lower Canada,—a measure, says the same writer, which he wisely always resolutely opposed,—he also vacated his place in the Legislative Council.

When Mr. Draper's bill was brought before Parliament the Bishop declared it *little better* than that of Mr. Baldwin's, and remonstrated against it. In his memorial to Lord Metcalf, dated 6th March, 1844, he seemed, however, to anticipate that sooner or later the endowment would have either to be, as he thought, altogether diverted from its original object, or split up, and viewing the latter course with less regret he threw out the following suggestions:

"If there could be the slightest assurance that under the Charter, as it stands, the University would be upheld by the Government, and suffered to continue upon a footing resembling in practice, though it does not in theory, any of those seats of learning which are the glory of the mother country, I should of course not desire to suggest any change; but it is impossible not to despair of this, when I recollect what took place only a few months ago.

"I see but two methods by which anything like a satisfactory result could be secured.

"The first is, by endowing Colleges out of the portion of the Clergy Reserves which are placed at the disposal of the Government (or other lands under their controul) for the several bodies of Christians it may be thought proper and desirable to assist in this manner, leaving, or I should rather say restoring, the present University to what it was originally calculated to be, and without breaking in upon its endowment.

"The second is by appropriating to the Church of England the same portion of the endowment as the Imperial Parliament assigned to her out of the Clergy Reserves—that is to say, five-twelfths—and applying the remaining seven-twelfths in endowing Colleges for such other religious divisions of the population as may be by the Government be thought best.

"The members of the Church of Scotland might in this plan be liberally assisted; and as to any other denomination of Christians, it would rest with the Government to determine what they should receive, and to what extent. Of course, in the event of such division, it would be necessary to grant separate charters to each College, entirely free from any political influence, and in entire connexion with its respective Church or denomination.

"The different religious Societies in Canada have already shewn their sense of what no wise and good man doubts (for all history and observation confirm it), that the only satisfactory foundation a College can rest upon, is that of a known and certain religious character.

"It cannot be denied that it would be a great evil thus to split up an endowment, which, if left entire, would for many years to come yield as large a revenue as could be advantageously employed, or would indeed be required, for maintaining one good University upon an efficient and liberal scale. But it would be a less evil to

encounter than that which we have so lately been threatened with. It is unhappily too evident, that to preserve the institution in its integrity, as a means of diffusing the blessings of true religion and sound learning, and giving an enlightened support to the cause of order and good government, requires a degree of wisdom and firmness which we may look for in vain. The next best measure to be hoped for, then, is the being secured in some smaller and less adequate provision; which, being enjoyed in peace, and dispensed upon rational principles, may form at least a foundation of such an institution as may command the confidence of parents, and gradually entitle it to the favour and respect of the enlightened portion of mankind.

"It is not in the nature of things that confidence and respect can ever attend a seat of learning, where, if a Church is spoken of, it must be a Church without government; and where, if religion is taught, it must be religion without doctrine.

"Above all things, I claim from the endowment the means of educating my clergy. This was my chief object in obtaining the Charter and endowment of King's College, as appears from my original application; and it was fully recognized by the Imperial Government, as is evident from the tenure of the Charter, and was indeed the most valuable result to be anticipated by the Institution. It was on this account that one of the great Church Societies in England granted us a Divinity library, and the other promised to increase it when the University was in full operation. To deprive the Church of this benefit, would be to aim a deadly blow at her very foundation, and to cut off the principal advantage we had in view in seeking for the establishment of a seat of learning in Upper Canada. This is a point which never can be given up, and to which I believe the faith of Government is unreservedly pledged."

On the 18th of March, 1845, Mr. John Hiliard Cameron, who appeared at the bar of the House on behalf of King's College, took the same high ground which Mr. Draper himself had taken against Mr. Baldwin's measure. To the great merriment both of the regular opposition and of that section of the conservative party who were against the measure, he concluded his address by returning to Mr. Draper the last sentence of his eloquent peroration already quoted, and the House was once more called upon "for the sake of religion, on every constitutional principle, by every patriotic feeling; in the name of God, *your Queen, your Country, to reject this bill.*"

But it was settled that no kind of anomaly would be wanting in the discussion of this great question. While Mr. Draper was apparently risking his term of office to pass a measure *little better* than that of Mr. Baldwin's, in the eyes of many of his friends, and while the inspector general, Mr. Robinson, and Mr. Sherwood, solicitor general for Upper Canada, had tendered their resignation rather than vote for the ministerial bill, Mr. Baldwin and some of his friends finding that on their side of the question it was not so good a measure as they wanted, announced their determination of voting against it. The Lower Canadian members of the opposition, who, from the beginning, had no inclination to interfere, could all be set down as voting against it, and there the fate of the government appeared to be sealed. But the hopeful expectations of the opposition vanished in a moment, and early enough in the debate it was generally understood that, by some mysterious process, several of the conservative members, who intended to vote against the bill, had become reconciled to its provisions. The vote was taken in the deep silence which characterises our mode of voting by yeas and nays on momentous questions, when not a breath but the mournful voice of the clerk is heard within the walls of the house. The vote was 45 to 34, and the second reading was declared carried. Of the

45 nine only, Messrs. Aylwin, Christie, Day, De Bleury, Laterrière, McConnell, Moñatt, D. B. Papineau and Smith, belonged to Lower Canada; and two of them, Messrs. Aylwin and Laterrière, belonged to the opposition. Of the 34, 25 belonged to the Lower Canada opposition, six to the Upper Canada opposition, and three, Messrs. Boulton, Robinson and Sherwood, were ministerialists; four members of the Upper Canada opposition, having duly before their eyes the fear of their constituents, voted for the measure.

Immediately after the vote, Mr. Draper rose in his place and stated that the bill would not be proceeded with any further during the session.

(To be continued in our next.)

PIERRE J. O. CHAUVEAU.

### School days of Eminent Men in Great-Britain.

By JOHN TIMBS, F. S. A.

(Continued from our last.)

#### XC1.

##### LOCKE'S SYSTEM OF EDUCATION.

Equally illustrative of the important business of Education are the writings of John Locke, one of the wisest and sincerest of Englishmen. He was born at Wrington, near Bristol, in 1632. He was the eldest of two sons, and was educated with great care by his father, of whom he always spoke with the highest respect and affection. In the early part of his life, his father exacted the utmost deference from his son, but gradually treated him with less and less reserve, and when grown up, lived with him on terms of the most entire friendship; so much so, that Locke mentioned the fact of his father having expressed his regret for giving way to his anger, and striking him once in his childhood when he did not deserve it. In a letter to a friend, written in the latter part of his life, Locke thus expresses himself on the conduct of a father towards his son:

"That which I have often blamed as an indiscreet and dangerous practice in many fathers, viz., to be very indulgent to their children whilst they are little, and as they come to ripe years to lay great restraint upon them, and live with greater reserve towards them, which usually produces an ill understanding between father and son, which cannot but be of bad consequences; and I think fathers would generally do better, as their sons grow up, to take them into a nearer familiarity, and live with them with as much freedom and friendship as their age and temper will allow."

Locke was next placed at Westminster School, from which he was elected, in 1651, to Christchurch, Oxford. Here he applied himself diligently to the study of classical literature; and by the private reading of the works of Bacon and Descartes, he sought to nourish that philosophical spirit which he did not find in the philosophy of Aristotle, as taught in the school at Oxford. Though the writings of Descartes may have contributed, by their precision and scientific method, to the formation of Locke's philosophical style, it was the principle of the Baconian method of observation, which gave to the mind of Locke that taste for experimental studies which forms the basis of his own system, and probably determined his choice of a profession. He adopted that of medicine, which, however, the weakness of his constitution prevented him from practising.

Of the writings of Locke, it must suffice for us to mention his great work, *An Essay concerning Human Understanding*, in which, setting aside the whole doctrine of innate notions and principles, the author traces all ideas to two sources, sensation and reflection; treats at large of the nature of ideas, simple and complex; of the operation of the human understanding in forming, distinguishing, compounding, and associating them; of the manner in which words are applied as the representatives of ideas; of the difficulties and obstructions in the search after truth, which arise from the imperfection of these signs; and of the nature, reality, kinds, degrees, casual hindrances, and necessary limits of human knowledge. The influence of this work, written in a plan, clear,

expressive style, upon the aims and habits of philosophical inquirers, as well as upon the minds of educated men in general, has been extremely beneficial. Locke also wrote *Thoughts upon Education*, to which Rousseau is largely indebted for his *Emile*. The following passage on the importance of Moral Education is very striking:—

"Under whose care soever a child is put to be taught during the tender and flexible years of his life, this is certain, it should be one who thinks Latin and languages the least part of education; one who, knowing how much virtue and a well-tempered soul is to be preferred to any sort of learning or language, makes it his chief business to form the mind of his scholars, and give that a right disposition; which, if once got, though all the rest should be neglected, would in due time produce all the rest; and which, if it be not got, and settled so as to keep out ill and vicious habits—languages and sciences, and all the other accomplishments of education, will be to no purpose but to make the worse and more dangerous man."

#### XCII.

##### GRAMMAR-SCHOOLS IN THE SEVENTEENTH CENTURY.

John Aubrey, the Wiltshire antiquary, has left this picture-in-little of the public schools of his time:

"Before the Reformation, youth were generally taught Latin in the monasteries, and young women had their education not at Hackney, as now, 1678, but at nunneries, where they learnt needlework, confectionary, surgery, physic, (apothecaries and surgeons being at that time very rare,) writing, drawing, &c. Old Jacquar, now living, has often seen from his house the nuns of St. Mary Kington, in Wilts, coming forth into the Nymph Hay with their rocks and wheels to spin, sometimes to the number of threescore and ten, all whom were not nuns, but young girls sent there for education." . . . . . "The gentry and citizens had little learning of any kind, and their way of breeding up children was suitable to the rest. They were as severe to their children as their schoolmasters, and their schoolmasters as the masters of the House of Correction: the child perfectly loathed the sight of his parents as the slave his torture. Gentleman of thirty and forty years old were made to stand like mutes and fools bareheaded before their parents; and the daughters (grown women) were to stand at the cupboard-side during the whole time of their proud mother's visits, unless (as the fashion was) leave was desired forsooth that a cushion should be given them to kneel upon, brought them by the serving-man, after they had done penance by standing. The boys had their foreheads turned up and stiffened by spittle."

#### XCIII.

##### JOHN AUBREY, IN WILTSHIRE.

Aubrey, born in the parish of Kingston-St.-Michael, in 1625, in his Diary, tells us that in 1633 he "entered into his grammar at the Latin School at Yatton Keynel, (Wilts,) in the church, where the Curate, Mr. Hare, taught the eldest boys Virgil, Ovid, Cicero, &c." Next year Aubrey was removed to the adjoining parish of Leigh-de-la-Mere, under Mr. Robert Latimer, the Rector, who, "at 70, wore a dudgeon, with a knife and bodkin." He had been the schoolmaster of Thomas Hobbes, the philosopher of Malmesbury. At these schools it was the fashion for the boys to cover their books with parchment—"old manuscript," says Aubrey, "which I was too young to understand; but I was pleased with the elegance of the writing, and the coloured initial letters." These manuscripts are believed to have been brought from the Abbey of Malmesbury; and the Rector, "when he brewed a barrel of special ale, his use was to stop the bunghole (under the clay) with a sheet of manuscript. He said nothing did it so well, which methought did grieve me then to see." In 1638, Aubrey was "transplanted to Blanford School, in Dorset," "in Mr. Wm. Gardner's time the most eminent school for the education of gentlemen in the West of England." Aubrey has left the following account of his school-days in the manuscript of his *Lives of Eminent Men*, in the Ashmolean Museum, Oxford:—

"When a boy bred at Eston (in eremitical solitude,) was very curious, his greatest delight to be with the Artificers that came there, e. g. joiners, carpenters, cowpers, masons, and understood their trades: Noris vacuis, I drew and painted. In 1634, I was entred in Latin gramer by Mr. R. Latimer, a delicate and little person, rector of Leigh-de-la-Mere,—a mile fine walk,—who had an easie way of teaching; and every time we asked leave to go forth, we had a Latin word from him, which at our returne we were to tell him again: which in a little while amounted to a good number of words. 'Twas my unhappinesse in half a year to lose this good enformer by his death, and afterwards was under severall dull

ignorant teachers till 12, 1638, about which time I was sent to Blandford school in Dorset, Mr. Sutton, B. D., who was ill natured. Here I recovered my health and got my Latin and Greek. Our usher had (by chance) a Cowper's Dictionary, which I had never seen before. I was then in Terence. Perceiving his method, I read all in the books where Ter. was, and then Cicero, which was the means by which I got my Latin. 'Twas a wonderful help to my phansie in reading of Ovid's Metamorph. in English by Saudys, which made me understand Latin the better. Also I met accidentally a book of my Mother's—*Bacon's Essayes*—which first opened my understanding on the moralls, for Tullies Offices were so crabb'd for my young yeares) and the excellent clearness of the style, and hints and transitions." He also notes: "at eight I was a kind of Engineer, and then fell to Drawing. Copied pictures in the parlor in a table book. Not very much care for gram."

## XCIV.

## THE FIRST SCIENTIFIC TREATISES IN ENGLISH.

Here should be mentioned the founder of the school of English writers, that is to say, to any useful or sensible purpose,—Robert Recorde, the physician, a man whose memory deserves, on several accounts, a much larger portion of fame than it has met with. He was the first who wrote on Arithmetic, and the first who wrote on Geometry in English; the first who introduced Algebra into England; the first who wrote on Astronomy and the doctrine of the Sphere in English; and finally, the first Englishman (in all probability,) who adopted the system of Copernicus. Recorde was also the inventor of the present method of extracting the square-root; the inventor of the sign of equality; and the inventor of the method of extracting the square-root of multinomial algebraic quantities. According to Wood, his family was Welsh, and he himself a Fellow of All Souls' College, Oxford, in 1531; he died in 1558 in the King's Bench Prison, where he was confined for debt. Some have said that he was physician to Edward VI. and Mary, to whom his books are mostly dedicated. They are all written in dialogue between master and scholar, in the rude English of the time.

## XCV.

## THE SCIENCES AT OXFORD AND CAMBRIDGE.

An acute writer in the *Companion to the Almanac* for 1837 observes:—"The University of Cambridge appears to have acquired no scientific distinction in the Middle Ages. Taking as a test the acquisition of celebrity on the Continent, we find that Bacon, Sacrobosco, Greathead, Eastwood, &c., were all of Oxford. The latter University had its morning of scientific splendour, while Cambridge was comparatively unknown, and (with regard, at least, to definite college foundations,) hardly beginning to exist: it had also its noon-day illustrated by the names of such men as L.iggs, Wren, Wallis, Halley, and Bradley. The age of science at Cambridge is said to have begun with Francis Bacon; and but that we think much of the difference between him and his celebrated namesake, (Roger Bacon,) lies more in time and circumstances than in talents or feelings: we would rather date from 1600 with the former, than from 1250 with the latter. Praise or blame on the side of either university is out of the question, seeing that the earlier foundation of Oxford, and its superiority in pecuniary means, rendered all that took place highly probable. We rejoice in the recollections by the production of which we are enabled to show that this country held a conspicuous rank in the philosophy of the Middle Ages; and we cheerfully and gratefully remember that, to the best of our knowledge and belief, we are in a great measure indebted for the liberty of writing our thoughts to the cultivation of the liberalizing sciences at Oxford in the dark ages. With regard to the University of Cambridge, for a long time there hardly existed the materials for any proper instruction, even to the extent of pointing out what books should be read by a student desirous of cultivating astronomy. Of this we have a remarkable instance.

Jeremiah Horrocks, who is well known to astronomers as having made a greater step towards the amendment of the lunar theory than any Englishman before Newton, and whose course might be well known to every reader, but that he died at the age of 23, was at Cambridge in 1633-1635. From the age of boyhood, he had been wholly given to the desire of making himself an astronomer. But he could find no one who could instruct him, who could help him by joining him in the study—"such was the sloth and languor which had seized all." Horrocks found that books must be used instead of teachers: these he could not obtain in the University; nor could he there even learn to what books he should direct his attention. Nor were the books themselves which Horrocks (having

but small means, and desiring the very best,) afterwards bought, in any one instance that we can discover, printed in England.

A school-book of great popularity may be mentioned here. This is the well-known "*Cocker's Arithmetic*." The author, born about 1631, was an engraver and a teacher of writing and arithmetic, and the writer of several books of exercises in penmanship, some of them on silver plates. His celebrated "*Arithmetic*" was not published until after his death, before 1667: in the title-page it is described as "a plain and familiar method, suitable to the meanest capacity, for the full understanding of that incomparable art, as it is now taught by the ablest schoolmasters in City and Country." The first edition appeared in 1677; the fourth in 1682; the thirty-seventh in 1720: there is no copy of either edition in the British Museum, the libraries of the Royal Society, Siôn College, or the London Institution: a copy of the edition of 1678 has been sold for £l. 10s. *Cocker's Arithmetic* was the first which entirely excluded all demonstration and reasoning, and confined itself to commercial questions only. This was the secret of its extensive circulation: upon it, nine out of ten of the subsequent Arithmetics have been modelled; and every method since the author's time has been "according to Cocker."

(To be continued.)

## Suggestive Hints towards Improved Secular Instruction.

BY THE REV. RICHARD DAWES, A. M.

## XI.

## NATURAL PHILOSOPHY.

Nature herself seems to give a very instructive hint on this part of education, in the amusements of early childhood. We see a child as soon as it can use its hands, trying to move, or to lift anything which it can, placing it first in one position, then in another, and trying it in all the various ways which its senses admit of—in fact, making a variety of experiments with it, and this is generally looked upon as a mere amusement: but children when thus employed, are, as has been observed by Dr. Reid, "acquiring the habits of observation, and by merely indulging an undetermined curiosity, are making themselves acquainted with surrounding objects. If some new effect occurs from any of their little plays, they are eager to repeat it. When a child has for the first time thrown down a spoon from the table, and is pleased with the jingling noise upon the floor, if another or the same is again given to him, he is sure to throw it down, expecting the same noise to occur; but if a piece of wood is given, he very soon finds out that the same effect does not take place, and is no longer anxious to repeat the experiment. So long as the noise goes on, the child has pleasure in repeating it, and if two objects are given, one of which produces a noise when thrown down in this way, and the other not, he very soon finds out the difference, and acts accordingly, and this is, in fact, the method of induction. The child is thoroughly persuaded that a jingling noise is sure to follow his throwing down the spoon, and goes on repeating it till he is tired."

"Such," observes the same philosopher, "is the education of kind Nature, who, from the beginning to the end of our lives, makes the play of her scholars their most instructive lessons, and has implanted in our mind the curiosity and the inductive propensity by which we are enabled and disposed to learn them."

It is an observation of the late Professor Daniel, in some of his works, "that the principles of natural philosophy are the principles of common sense," and from my own experience here in introducing this kind of teaching into the school, I am confident that, with those who have been able to remain to an age to profit from it, it has given an interest in what they are learning, and a kind of practical character to it, which no other teaching could give.

I recollect many years ago, going into a school in Germany, and a German gentleman with whom I was, observed of something they were teaching, "das ist kein practicables ding," that is no practicable thing—the impression made at the time has remained on my mind ever since. We look upon the Germans as a people fond of theories, but this appeared to me a sensible remark.

The following hints are intended to show to our school-masters, of the class for which this book is intended, the importance of being so far instructed in subjects of this nature, as to be able to point out in a common-sense way, some of those results in science which bear more immediately on the occupations of life; these will be found not only interesting and instructive to the children while



at school, but may be most useful to them after they have left it.

As a class, no doubt at the present day the far greater number of our schoolmasters are not qualified to give this instruction, but there are many, and that number, I hope, increasing, who are;—to such, although the following pages may not add much to their knowledge, they may perhaps suggest something in the way of imparting it, and in bringing it to bear upon their teaching. They will also point out to others some things with which they may easily make themselves acquainted, and a few simple experiments which are easily tried.

Among the more striking of these things will be such as the following: the elastic and other properties of air—the nature of aeriform fluids—of water—how the pressure of fluid bodies differs from that of solids—how these properties enable man to turn them to useful purposes, such as windmills, watermills, etc.

Civilized man is able to take advantage of these properties, and avail himself of them as motive powers in the business of life; the *savage, on the contrary, observes the trees torn up by the winds, stones and rubbish carried down by mountain torrents, but is unable to turn this observation to any useful purpose.*

Archbishop Whateley, in his "Introductory Lectures on Political Economy," observes: "Many of the commonest arts, which are the most universal among mankind, and which appear the simplest, and require but a very humble degree of intelligence for their exercise, are yet such that we must suppose various accidents to have occurred, and to have been noted—many observations to have been made and combined—and many experiments to have been tried—in order to their being originally invented.

"And the difficulty must have been much greater, before the invention and the familiar use of writing had enabled each generation to record for the use of the next, not only its discoveries, but its observations and incomplete experiments. It has often occurred to me that the longevity of the antediluvians may have been a special provision to meet this difficulty in those early ages which most needed such help. Even now that writing is in use, a single individual, if he live long enough to follow up a train of experiments, has a great advantage in respect of discoveries over a succession of individuals; because he will recollect, when the occasion arises, many of his former observations, and of the ideas that had occurred to his mind, which, at the time, he had not thought worth recording. But previous to the use of writing, the advantage of being able to combine in one's own person the experience of several centuries, must have been of immense importance; and it was an advantage which the circumstances of the case seemed to require."

And first, of the atmosphere—a sphere of air surrounding the earth—has substance and weight, but is invisible—elastic, can be squeezed into a less space by pressure—expands again when the pressure is removed—expands by heat and contracts by cold. This may easily be made intelligible to them in the following way:

Take a tumbler and invert it—or better, take a jar used for gases, with an air-tight stopper, and placing its mouth horizontally on the surface of the water, in a pneumatic trough, or in any vessel of sufficient depth, having a shelf for support, show them, by letting them feel it, the difficulty of pressing the jar down—it offers resistance—increase the pressure, the air occupies less and less space, but the water inside the glass does not rise so high as on the outside;—difference owing to what?—point out. Diminish the pressure, it again expands, showing its elasticity. Of course the attention of the children must be called to the surface of the water inside and outside the jar.

Take out the stopper, the jar sinks by its own weight, proving clearly that the resistance was offered by the air.

Again, allow the jar to fill with water, put in the stopper, and raise the jar nearly to the surface of the water in the trough—explain why the column of water is supported, and would be supported if the jar were 33 feet high at the ordinary pressure of the atmosphere—take out the stopper, the water immediately falls;—or while the column of water remains, show how the jar may be filled with air, by carrying down successive tumblers of it until the jar is filled.

From this, the method first used of taking down barrels of air into a diving bell is easily understood.

Why is it necessary to have a vent-peg in a barrel—or how does it happen that the tea-pot sometimes will not pour? etc.

*Air expands by heat.* Experiment: a half-blown bladder placed before the fire, the wrinkles disappear, the air expanding it; remove it, the air again contracts.

Place the same under the receiver of an air-pump, it expands from diminished external pressure.

*Air has weight.* A bottle exhausted of the air is lighter than

when full—difference, the weight of a volume of air equal to the contents of the bottle—this means air at the ordinary temperature and pressure of the atmosphere—100 cubic inches dry pure air weigh 31.0117 grains, being for a cubic yard 4½ oz. Balance the bottle when full of air at one end of the scale-beam; then take it off and exhaust it by means of the air-pump, and when again suspended, the other end of the beam will preponderate; restore the equilibrium by pieces of paper, etc.

*Drinking through a straw.* The teacher, taking a straw and a basin of water, shows them, if the mouth or orifice of the straw is not wholly immersed, or under water, the water will not rise; wholly covered—when they begin to draw out the air the water immediately rises, and why?—What takes place if a hole is made in it above the surface of the water? Water does not rise.—What if you plunge it deeper, so that the hole made in the straw is below the surface?—It immediately rises again.—Reasons for all this, which, if they comprehend, they will at once understand the barometer and common pump.

A model in glass of a common pump will be found a very instructive piece of apparatus, and if fitted into a small glass cylinder which can be made air-tight at pleasure by means of a screw, it becomes a much more useful and perfect instrument for teachers, as the pump will work or not, according as the vessel in which the water is, is made air-tight, or not air-tight.

Again a piece of wet leather with a string attached, called a sucker;—press it with the foot against a stone—remove the air between the leather and the stone,—leather, say a square piece three inches on a side, ought to support  $9 \times 15$  pounds, only supports, say 80lbs.—reason why? The vacuum not complete. Then take a circular piece, three inches diameter, let them find the area, and calculate how much it ought to support. This is the principle on which a fly is able to walk along a pane of glass, or across the ceiling.

*The common syringe.* The pop-gun they are in the habit of making out of a piece of the elder tree—how, by pressing down the rod, the elasticity of the air forces out the pellet at the other end; when they cease to press the rod of it down, the elasticity of the air within forces it back.

*A pair of common bellows.* Show them the construction—the valve, or trap-door in the bottom board, opening only inwards—the bellows fill with air when the boards are separated—valve shuts down, and the air goes out at the nozzle when they are pressed together—will not work when turned upside down, why?—the current of air makes the fire burn better; the reasons for all this. The teacher should have a pair of bellows, and show what takes place at each movement of the board, and let them handle them themselves.

*The barometer.* The teacher shows them the instrument, how constructed, and what it is for;—pressure of the air supports a column of mercury about 30 inches—a column of water about 33 feet—the height of the column being less in proportion as the specific gravity of the fluid is greater—not so high if carried to the top of a mountain, and why?—temperature at which water boils varies with the height of the barometer—boils at a less heat on the top of a mountain than at the bottom. The mode of ascertaining the height of mountains by means of the barometer.—Why this method is more to be relied on in tropical climates than in high latitudes, etc.

Pascal, in France, about the year 1647, was the first to make this experiment, which he did at the summit and foot of a mountain in Auvergne, called Le Puy-de-Dôme, the result of which led him to conclude that the air had weight. He also tried it at the top of several high towers, which convinced him of the weight of the atmosphere.

To register the daily altitudes of the barometer and the thermometer, would be a very useful exercise for the pupil-teacher—and in its bearings branches out into a great many things.

The principle of the common pump might now be explained—how the atmospheric pressure which supports the mercury enables them to pump up water—having a model of a pump, or even with paper and pasteboard, showing the kind of tubes and nature of the valves, this may be clearly explained—pointing out how the valves act at each separate movement up and down of piston-rod—the limit to which water can be raised—the experiment of Torricelli, etc.

Supposing the atmospheric pressure about 15lbs. on the square inch—how much on five square inches?—how much on five inches square?—on a square three inches on a side:—on the surface of the floor or the table?—making them have recourse to the two-foot rule; pressure on the animal body, etc., and how counteracted. A fish under water has the pressure of the air, 15lb. on a square inch,

besides the pressure from its depth in the water;—a basin of water with a live fish in it, when placed under the receiver of the air-pump and exhausted, the air-bladder expands, and the fish turns on its back.

Children may easily be made to understand that the atmosphere is an aeriform fluid surrounding the globe, acted on like other bodies by the force of gravity, consisting principally of two airs or gases, varying in weight, and partly of a third, heavier than either of the others, but if placed upon each other in the order of their specific gravities, the heaviest nearest the surface of the earth, next heaviest in the middle, and the lightest at the top, that they would not remain in this order of superposition, as, for instance, the three fluids, quicksilver, water, and oil, would do; but the heavy one at the bottom would rise up and travel through the pores of the other, and the lighter one would descend, this being a property peculiar to bodies of this nature, and called the diffusion of gases. That, in addition to this, there is an atmosphere of vapour of water, arising from evaporation from the surface of the earth and of water, and which is in itself lighter than dry atmospheric air; a cubic inch of water at the common atmospheric pressure forming about 1700 cubic inches of vapour; therefore a cubic inch of vapour of water is about 171700 of the weight of a cubic inch of water—a cubic inch of common atmospheric air about 17800.

Having called their attention to the fact that a substance lighter than water will, if plunged into it, rise to the top; that of two fluids the lighter will rest upon the heavier; arranging themselves according to their specific gravities—as water upon mercury—oil upon water—cream upon milk—they will easily understand why bodies lighter than air ascend in it, as the smoke from their chimneys—tell them to watch it, particularly on a still calm day—why it stands still and does not rise higher; the principle on which a balloon ascends, a soap-bubble, etc.

Again, why there is a draught up the chimney;—the air rarefied, how this takes place;—why a current of air under the door and towards the fire—and another perhaps out of the room at the top of the door?

The kind of resistance offered by the air to a falling body—this increases with the density—that, under the receiver of an air-pump, a guinea and a feather would fall at the same time.

As a simple experiment, showing the effect of rarefaction of air, the teacher might light a piece of paper, and while burning, place it in a tea-cup, and invert the cup in a saucer of water—the water will immediately be driven into the cup with a gurgling noise.

Again, in the practice which cooks have of putting an inverted tea-cup in a fruit pie, as they think with a view to prevent the syrup running over as the pie bakes, the air in the cup becomes rarefied, and is driven into the pie-dish, through the crust, into the atmosphere—when taken out of the oven it cools, the rarefied air in the cup is condensed, but as the mouth of the cup is surrounded with the juices of the pie, air cannot get into it, but it forces the liquid up.

The teacher explains why the resistance of the air in moving along is so little felt—some of the consequences of its being disturbed, and causes of its being put in motion—a breeze, a hurricane, etc.; he would also speak of the forces of these at different velocities—the force varying as the square of the velocity. This short table might be the subject of a lesson:

Velocity of the wind in miles per hour.	Perpendicular force on one square foot in pounds.	
5	.123	Gentle wind.
10	.492	Brisk gale.
20	1.968	Very brisk.
40	7.872	High wind.
80	31.488	Hurricane.

It will be easy to calculate the force of the wind acting on a given surface, doing so in particular cases will be instructive.

**By Precept and Example Too.**

“It’s nobody’s business where or how a teacher spends his time out of school.” So remarked a member of a school committee, in my hearing, not long since.

Many teachers evidently think likewise, if their doings out of school are any criterion by which we may judge.

It is not enough that the teacher be faithful in imparting instructions during the regular school hours; nor is it sufficient that he exhort his pupils, in season and out of season, to avoid bad habits, or that he “preach” to them concerning the importance of good manners. A loose example, or an instance of moral obliquity on his part, will render much sage counsel of little effect for good. However just the maxim—“The wise man considers the advice, not the source of it,” we are not apt to do so; neither do children.

With what consistency can a teacher charge his pupils to refrain from those vices in which he habitually indulges? Some years ago, I knew a gentleman who had an impediment in his speech. At length his little son, either from sympathy, or by imitation, began to stammer also. The father expostulated in vain, and, as a last resort, he had recourse to the birch.

After applying it awhile vigorously, he paused for breath, when Billy looked up reproachfully—“Fif—fif—father, I say it’s too bub—bub—bud, to l—lick me for what you di—do yourself?”

Some doubtless look upon manners and morals as being of minor importance; still, many whose opinions are entitled to respect, do not deem a teacher who whistles “Jordan am a hard road to trammel” through the streets, on Sunday, a proper instructor for their children. “You apparently enjoy the privileges of a good school,” I remarked to a parent. “Y—e—s sir, I suppose the scholars are doing well enough in their studies; but before Lucy went to school she used to say ‘Please ma’am,’ ‘Yes sir,’ and ‘No sir,’ but now it’s nothing but ‘what,’ ‘yes,’ ‘no.’”

It is in vain that Teachers close their eyes to their own inconsistencies, and flatter themselves that others do not see them. Children will observe, and they readily draw inferences from what they see. As an apt illustration of this point, I select the following:

“I met,” says a gentleman, “one of our scholars—a ragged little fellow, with a pipe in his mouth, smoking. I stopped, and began to talk to him about the filthy and foolish habit he was getting into. He instantly turned upon me and said:”

“Why, some of the teachers smoke!”

“I should think not,” I answered. “What makes you think they do?”

“Because I seed one of ’em”—at the same time describing him—“one day, go into a cigar store an’ buy a cigar.”

“But very likely you were mistaken; for the other day I myself was in a public house on business, and when I came out there stood a little way off two of our boys who, if they saw me, would perhaps think I had been drinking, but I had not; and I had a great mind to go and tell them so, for fear they might get a bad example from me.”

“O! no, I wasn’t mistaken,” answered the boy, with an arch and confident look, “for I stood an’ watched ’im, and seed him come out with it lighted, in his mouth; and I think he seed me, too, for he turned his head t’other way, and looked kind o’ shyish like.”—*New York Teacher.*

**Talk not Much nor Loud.**

It is a very common error with young teachers, that they talk too much and too loud;—and wherever you meet with one of these garrulous and noisy teachers, you will be sure to find a disorderly school. Let us call at two schools and notice the difference. Here is a school of fifty pupils, kept by Miss Matilda Captious Fussy. The pupils are nearly all untidy in appearance, inattentive to lessons, disorderly, and noisy,—whispering, and constantly asking unimportant questions of the teacher. It is a sort of ‘Bedlam let loose.’ But the children are not the only actors. Listen to the teacher, who, in loud and petulant tones, and in rapid succession, thus speaks:—“We must have less noise, scholars. ‘You are the worst set of children I ever saw.’ ‘Sit down, Mary.’ ‘John, did n’t I tell you not to whisper?’ ‘Susan, what are you doing?’ ‘Sarah, I’ve told you twenty times that you must n’t look out of the window, and you don’t mind one word I say.’ ‘Peter, did n’t I tell you I should punish you if you did that again? You’ll get it by and by.’ ‘Thomas, what are you out of your seat for? If you don’t mind better, I shall punish you.’ And thus it continues through the livelong day,—the teacher noisily issuing meaningless orders and threats, the pupils hearing them as they would the whistling winds. The room is unswept and in disorder; the teacher, slovenly and forbidding in look and manner. All is discord, no discipline, no true teaching, no good habits. The classes are called upon to recite without any seeming regard to time or manner;



they move noisily and dilatorily to the recitation seat; their answers are indistinct, and mostly imperfect; there is an entire heartlessness and heedlessness about every exercise and every effort.

We have stopped long enough,—let us pass along. Here we come to another school, of the same size, kept by Mary Cheerful Method. We enter, and are greeted by the teacher's pleasant smile, welcoming us to her school. She looks pleasant and happy; the room is a model of neatness and order; the pupils look cheerful and industrious, each earnestly attending to his lessons. There is no whispering, no useless questioning, no confusion; cheerful quietness and well-ordered industry meet the eye on every hand. The teacher says but little, and every remark is made in that pleasant and subdued tone which is sure to be heard and regarded. The still, small voice is readily heard, and promptly obeyed. When the classes are called to recite, they take their places with alacrity, and without noise; and, as we might expect, the lessons are well committed and distinctly recited. It is in all respects a pleasant and well-managed school. And do you not see that, in each school, as was the teacher, so were the pupils? I trust you have learned a useful lesson from these visits, and that you will not hesitate which of the two to take as your model.—*Rhode Island Schoolmaster.*

### Something about Schools.

We once heard a distinguished advocate of popular education say, that he could always know a district school-house by its being the very worst looking house in the district; and that as a general thing, parents were so eager to get a *cheap* schoolmaster, that they committed the formation of the souls and intellects of their children to a man, to whom they would not think of entrusting a favorite horse. The following is a practical comment on this statement:

We know a man who last summer hired four colts pastured on a farm some five miles distant. At least once in two weeks he got into a wagon, and drove over to see how his juvenile horses fared. He made minute inquiries of the keeper as to their health, their daily watering, &c.; he himself examined the condition of the pasture, and when a dry season came on, he made special arrangements to have a daily allowance of meal, and he was careful to know that this was regularly supplied.

This man had four children attending a district school, kept in a small building erected at the cross roads. Around this building on three sides, is a space of land six feet wide—the fourth side is on a line with the street. There is not an out-house or shade tree in sight of the building. Of the interior of the school-house we need not speak. The single room is like too many others, with all its apparatus arranged upon the most approved plans for producing curved spines, compressed lungs, ill health, &c.

We wish to state one fact only. The owner of those colts, the father of those children, has never been into that school house to inquire after the comfort, health, or mental food, daily dealt out to his offspring. The latter part of the summer we chanced to ask, "who teaches your school?" and his reply was, "he did not know, he believed her name was Parker, but he had no time to look after school matters."—*Missouri Educator.*

## LITERATURE.

### POETRY.

#### LAMENT FOR THE OLD TREE.

BY ANNIE ELIZABETH.

It stood alone, in stately pride,  
The grand and noble tree,  
Its mighty arms had stretched aloft  
More than a century,  
And still as fair and green it spread  
In beauty to the sun;  
But lo, the spoiler's hand is there,  
The old tree's work is done.

And must it fall, and must it fall?  
It's braved a hundred years,  
Heedless alike of tempests wild,  
Of sunshine, or of tears.

And must it fall? The mandate's past,  
A Median decree;  
And vain are all the pleadings now,  
To spare the ancient tree.

With lordly strength and beauty crowned,  
The monarch of the field  
Must bend his mighty forehead low,  
His powerful sceptre yield.  
No more the night winds' dismal tones  
That proud form will defy,  
No more protect the tears of dew  
When noontide heat draws nigh.

methinks I hear the wild birds now  
A mournful requiem chant,  
For they have lost a resting place  
Within a favorite haunt;  
Oft with their morning songs of praise  
The leafy boughs were filled.  
In vain the listener 'll wait to hear,  
That spot fore'er is stilled.

I oft in childhood's sunny days  
Have 'neath its branches played,  
And fondly hoped in coming years  
To rest in its green shade,  
And dearly loved to gaze upon  
Its spreading beauties fair,  
But now I sadly turn away,  
For ruin has been there.

Farwell, old tree, had I the power  
Still should thy noble form  
Through an uncounted century,  
Have braved each wintry storm;  
As proudly should thy green crown waved  
When I in dust was laid,  
And future generations rest  
Within thine ancient shade.

—*Rhode Island Schoolmaster.*

## OFFICIAL NOTICES.



### SCHOOL MUNICIPALITY.

His Excellency the Governor General in Council was pleased, on the 14th instant, to separate from the school municipality of Ste. Sophie, in the county of Megantic, the twenty-eighth lot and the north-western portion of the twenty-seventh lot in the ninth range of Halifax, and to annex the said lot and portion of lot to the school municipality of St. Calixte, township of Somerset, in the said county of Megantic.

### SCHOOL COMMISSIONERS.

His Excellency the Governor General in Council was pleased, on the 14th instant, to make the following appointments:—

County of Gaspé: Newport.—Messrs. James McIsaac, Alexander David, Grégoire Grenier, Pierre Grenier and James Wright, to be School Commissioners, and Mr. Philippe Hamond, Secretary Treasurer.

County of Gaspé: Fox and Griffin Cove.—The Rev. Jean Baptiste Blouin, François Parent, Esquire, Messrs. Isaac Bond, Artoine Coton and Michel Bond to be School Commissioners, and Mr. Auguste Bernier, Secretary Treasurer.

His Excellency the Governor General in Council was pleased, the 20th ultimo, to make the following appointments:—

County of Quebec.—St. Dunstan: Messrs. John Taylor and William Smith to be School Commissioners.

### CATHOLIC BOARD OF EXAMINERS FOR THE DISTRICT OF QUEBEC.

Miss Josephine Desnoyers has obtained a diploma authorising her to teach in elementary schools.

N. LACASSE,  
Secretary.

### PROTESTANT BOARD OF EXAMINERS FOR THE DISTRICT OF QUEBEC.

Miss Mary Gillespie has obtained a Model school diploma; Miss Anne

Jane Rogers, and Messrs. John Wilson and James Woodside are provided with diplomas for teaching in elementary schools.

WILKIE,  
Secretary.

BOARD OF EXAMINERS FOR THE DISTRICT OF OTTAWA.

Misses Louisa Barnby, Martha S. Hall, Eliza Jane McGillis, Emily Jane Pierce, Elizabeth M. Snyth, Jane Boucher, and Messrs. Paul Dagnault, Patrick Frawley, Edward Jameson, Paul Charles Rougier, John Russell, John Sturthers, Joseph Prosper Cyr, and John Wood, have obtained diplomas authorising them to teach in elementary schools.

JOHN R. WOODS,  
Secretary.

DONATIONS TO THE LIBRARY OF THE DEPARTMENT.

The Superintendent acknowledges, with thanks, the receipt of the following works:—

From Messrs. Phillips, Simpson and Company, booksellers, Boston: Educational Topics and Institutions, by Boutwell, 1 vol. in-8.

From the author of Reid's Geography, 1 vol. in-16; 12 copies.

From Mr. J. Douglas Botthwick, Montreal: Cyclopaedia of History and Geography, by himself, 1 vol. in-12; The British American Reader, by himself, 1 vol. in-12.

From Mr. John Lovell, bookseller and publisher, Montreal: 2 series of the national school books of Ireland, 10 vols; Pianock's Goldsmith's England, in-12, 2 copies; Sangster's National Arithmetic, in-12, 2 copies; Kirkham's Grammar, in-12, 2 copies; The Catholic School Book, in-12, 2 copies; Outlines of Chronology, by Mrs. Gordon, in-16, 2 copies; Lonnie's Grammar, in-18, 3 copies; The French Genders, taught in six fables, in-24, 2 copies.

From Mr. T. Sterry Hunt, Montreal: Contributions to the History of Euphotides and Saussurites, 1 pamphlet in-8, by himself; Researches on Gypsums and Magnesian Rocks, by himself, 1 pamphlet in-8; On some points of Chemical Geology, by himself, 1 pamphlet in-8.

From H. I. H. Prince Napoleon: Rapport sur l'Exposition Universelle de 1855, 1 vol. in-4.

## JOURNAL OF EDUCATION.

MONTREAL, (LOWER CANADA) FEBRUARY, 1860.

### Council of Public Instruction.

The Council has had its second meeting on the 14th instant. The Council and its standing Committees sat that day from ten in the morning to six in the afternoon, and on the next day from ten to four. Reports made by committees No. 1 and No. 2 on standing rules and on the selection of school books were concurred in, and will have to be submitted to His Excellency the Governor General in Council for approval. Committee No. 3 reported a series of rules and regulations for the guidance of Boards of Examiners, the final consideration of which was adjourned to the next meeting. On report of Mr. Inspector Archambault submitted by the Superintendent, Alphonse Lopez, a school teacher was ordered to be summoned to appear and answer charges made against him under 19 and 20 Victoria, chap. 14th, at a special meeting of the Council to be held on the 7th of March next.

### Course of Public Lectures.

The course of public lectures of the Jacques-Cartier Normal School for this year, was opened on the 16th inst. The lectures are delivered on Thursday and Monday in each week, at 7½ o'clock P. M. Those on general history by Mr. Desmazures, and on the French language by Mr.

Devisme, have been for the present discontinued. Mr. Chauveau's lectures on literature commenced on Monday the 20th instant; this series, and that of Mr. Verreau on Canadian history, are given on each succeeding Monday and Thursday, respectively.

### The Seventh Annual Report of the Chief Superintendent of Schools for New Brunswick.

With an Appendix.—Printed by order of the Legislative Assembly.—Frederickton, N. B., 1859, 63 pages in-8o.—Henry Fisher, Esquire, Chief Superintendent of Schools for New Brunswick.

To us every thing connected with the Lower Provinces is of great interest. Geographically a part of Canada, intimately associated with her earlier history, enjoying the same form of government, prospering under the same civil institutions, their progress and their welfare are to us matters of deep concern. It is then with pleasure, that we have perused the present seventh annual report of the Chief Superintendent as it shows the success with which a system of Public Instruction, in many respects similar to our own, has been conducted and prosecuted.

New Brunswick lies south of the counties of Gaspé and Bonaventure, separated from the former by the Bay des Chaleurs, and divided from the latter by the Ristigouche river; the county of Rimouski, the Bay of Fundy, of Chignecto, the Nova Scotian Isthmus, the Bay of Passamaquoddy, the Northumberland strait are its eastern, southern and western boundaries. It is in the form of an irregular square, with a sea coast of five hundred, and an area of two thousand square miles. Its population numbers 233,000 inhabitants given to the occupations of agriculture, of fishing, and of commerce. In 1783, the population amounted to 11,000 souls. The first attempts at colonisation were made in 1639. In 1673, Petite Rochelle was founded at the head of the river Ristigouche. During the war of 1812 a considerable number of Americans emigrated to New Brunswick. Nature has scattered her bounties with no unsparing hand on this Province; it has graced it with the beauties of a charming scenery and endowed it with the solid gifts of a good soil; the one raising in the mind pleasing images and forming it to an appreciation of the beautiful, the other yielding with ease to the industrious husbandman an ample return. It is traversed by continuous ridges of highlands, sheltering fertile valleys and rich plains, through which flow the St. John, the Ste. Croix, the Ristigouche, the Nipisighuit, and the Richibouctou. St. John's and Frederickton are the principal towns. Immense fields of coal mines cover one third of the whole area of the Province. The climate like that of Eastern Canada is marked by the same sudden changes of temperature, but the extremes of heat and cold are less, the spring later, and the coast line subject to the rolling fogs of the Atlantic: the interior is dry, and the whole country is remarkable for its salubrity and the longevity of its inhabitants. The soil is fertile, yielding every variety of grain, but has been, until lately, somewhat neglected for the more lucrative though less sure returns of the abundant fisheries. A few wandering Indians of the Micmac and Melicite tribes, numbering a little over one thousand souls, are, there, the representatives of that expiring race who once called the rivers, lakes and forests of North America their undivided domain.

It is of the state of education in this interesting province that the report now before us treats. We extract the following figures: Number of Teachers in attendance at the Provincial Training school, 45. Candidates, 39. Number of training teachers employed in the duties of their profession, 313, untrained, 449, of which 324 are male, and 328, female teachers. The total population is put down at 232,777, and the number of children between 6 and 16 years of age, at 63,923. Number of schools, 762; whole number of pupils on register, 24,138; boys under 16 years of age, 11,777, over 16, 1,298; girls under 16, 9,889, over 16, 1,174. Average attendance at school, 13,895.

At the model school, there are 94 names on the rolls, and an average attendance of 70.

The Provincial compensation amounts to \$36,984.10 cts., the local compensation to \$48,644.65 cts. Total \$85,628 75 cts.

The amount drawn on the Provincial Treasury for the Parish School Service for the fiscal year ending 31st October 1858, \$83,495 31 cts. The total being \$137,139 96 cts. of outlay in the Province for educational purposes.

There are in New-Brunswick four inspectors of schools and their reports appended to that of the Superintendent, show that they are men of intelligence and possessed of a praiseworthy zeal for the discharge of the most important trust confided to them. Mr. Inspector Duval has charge of the counties of King, Albert and Westmoreland. He has visited, in the first 100, in the second 34, and in the third 88, making altogether 222 schools; they are taught by 100 male teachers, and 112 female teachers. The inspector considers the classification of teachers under the operation of the present and former school laws very defective and unsatisfactory, especially in the distinction between the first and second class male teachers, which consists alone in a passable acquaintance with mathematics, irrespective of that amount of general information which, other things being equal, is essentially necessary to constitute a thoroughly efficient teacher. The number of females employed as teachers (and its proportion in New-Brunswick appears much smaller than in Lower-Canada) has often been spoken of as a matter of regret; but Mr. Duval is of opinion that when they have equal advantages, school mistresses are as competent as male teachers, while as to government their influence though generally more gentle is as effective as that of the sterner sex. Mr. Duval's district appears to be one of those which contains a great number of Acadians, and, we believe, also a few French Canadians who emigrate to New-Brunswick now as they are emigrating to Upper Canada and to the United States. We copy what he says of the French schools under his supervision:

"The French Schools (of which there were seventeen in operation in my district), were all conducted by male Teachers, and were numerous attended. There were some scholars studying English in every one of them; most of the Teachers were intelligent men, and seemed to take an interest in their work, but their education was not very extensive, and their labour appeared considerably increased for want of method in classifying their pupils and imparting instruction. I should think that the introduction of the "Guide de l'Instituteur," published under the sanction of the Superintendent of Education of Lower Canada, would be very serviceable, especially among the senior scholars."

The system of *boarding round*, one which is extensively carried out in the United States and is not, we believe, unknown in some parts of Lower Canada, is spoken of by the Inspector as one which ought to be discountenanced; although not so serious an evil as it is sometimes imagined, it is said to be contrary to the teacher's comfort, usefulness and respectability.

Mr. Campbell is the Inspector for the counties of Queen's, Charlotte and St. John. In Queen's county, there are 71 schools in operation and 1,789 pupils; in Charlotte county, 117 schools and 3,839 pupils; in St. John's county, 67 schools and 2,887 pupils.

Mr. McLaughlan has charge of the counties of Victoria, Carleton, York and Sunbury. The number of teachers in his district, who have sent in their returns, is 169, leaving 32 who had made no returns. He wisely suggests that some better mode of collecting school statistics be adopted.

Mr. Bennett has charge of the counties of Kent, Northumberland, Gloucester and Restigouche. His report is interesting. We give the following extracts on the subject of school houses, French books and inspector's prizes, a system which has been adopted in Lower Canada since 1856, and is giving the best results, although, like any thing new, it has been the object of many unfavorable remarks and objections. On the whole we have derived much pleasure from the perusal of these documents; we have found that the same difficulties are to be met with almost everywhere, and that those who have the superintendence or inspection of schools, in the several parts of this continent, agree on many important points, if not on all points, which would be more than can be expected from human nature.

"Of all the evils connected with our educational affairs, and they are neither few nor small, the School-house is perhaps the saddest and the sorest. The appearance of many of these buildings, nay even the bare recollection of their appearance, is enough to make one laugh and weep by turns. In many districts of the North, the traveller would have no difficulty in singling out the School-house, if he would but pitch upon the smallest, dirtiest, shabbiest fabric in the settlement. The walls of a great many of the old log houses have never been shingled. In fact, the logs have been so roughly hewn as to render shingling either impossible or useless. The crevices between the logs are filled up with moss during winter, and on the approach of summer, the moss having either fallen out or been removed, the crevices become ready-made ventilators. Neither is there much sign of improvement in the three new houses built of logs. The interior is

also in keeping with their external appearance. The floor is often of the roughest and rudest materials,—in a few cases, of nothing more than spruce or cedar rails, over which are laid two or three rough boards at one end of the room, where the Teacher usually sits or stands. The desks I have already partially described. The most of them have been of an inferior description at first, and time and knives have not improved them. The benches too are unsightly things, many of them nothing more than pieces of boards or planks laid upon blocks. These blocks, and many of the benches otherwise well enough made, are not unfrequently found between two and three feet high. Just imagine the misery endured by young children condemned to sit and swing their aching legs for five or six hours daily in such a posture.

"I have thus attempted to point out some of the chief defects in the School-houses, of this district, in order that public attention may be most earnestly directed to the matter, and measures devised to remedy the evils. Great importance should be attached to the School-room; it is a Teacher in itself, and so is every thing about it. But there is still a very common notion in the public mind, that if the School-house is only large enough to contain, not to accommodate the scholars, and a few rude benches and desks provided for them to sit and write on, any thing more would be superfluous. Such notions have their origin in the prevailing mistake of regarding instruction as every thing, and education nothing; so that, provided the requisite information be imparted, habits of respect, order, cleanliness, and all the other social virtues, are seldom thought of, or are left to be formed or not, as chance may determine, when the pupils shall have passed into the world, away from the control of their Teacher, and beyond the influence of the School-room.

"While this is only too true a picture of a majority of the School-houses and their appurtenances within this district, there are some which, being substantially and comfortably built, well supplied with suitable apparatus, and in one or two instances, with some regard to a few internal decorations, reflect great credit upon the Proprietors and Teachers. Three new ones, built or opened within the year, must be added to this number; one in Palmerston, Kent; another in Bathurst, and a third in Douglastown. The two former are public property, the latter is private; and all three excellent and spacious structures.

"The subject of French Books I have already brought to the notice of the Board of Education, and recur to it now only to state my belief that the delay in providing a suitable supply of these books admits of a convincing if not a satisfactory explanation. I understand that a considerable sum was voted by the Legislature some years ago for the purchase of books for the French Schools, and that it still lies unappropriated.

"It is a question with many, albeit good and patriotic men, whether the policy be a good one which encourages the cultivation of the French tongue in a country where the great majority of the people are either of British origin or speaking the English language. But without entering upon a discussion of this policy here, there surely can be no question that, if the French language is to be taught as a vernacular at all, the more complete the means for teaching it the better. And even if it were the desirable thing which some maintain, that the French population should be more generally instructed in the language of the majority than they are at present, it does not follow, that to abolish or neglect the cultivation of French is the best means of acquiring English. So that, viewing this subject in the light of justice, or even of expediency, it seems most important that your Agents should be furnished as early as possible with a suitable supply of the most approved elementary text-books in the French language, in order that the French Schools may be placed, as regards books, on an equal footing with the other Schools of the country.

"Before leaving the subject of books, permit me to draw the attention of this Board to the great necessity of furnishing the Schools with what are usually called sheet-lessons. In the use of these there is a saving both of time and money. Two or three children are all that can be accommodated at one of the three-penny books with which our schools are pestered, while a dozen or more can be taught at the same time and with perfect ease from one sheet. A set containing all the lessons in the First Book could be manufactured in the Province, and sold for about half-a-dollar.

"No pains should be spared to secure the regular attendance of the children at school, and the diligent use of their time there. For this purpose, the school-room should be made attractive, the lessons should be made attractive, the teacher himself if possible should be the centre of attraction; but something more than all

these is wanting in order to secure the hearty co-operation of the pupil in the work of his own education. I venture to suggest that a few small volumes as prizes should be entrusted to the Inspectors, and to be called 'Inspectors' Prizes,' to be by them awarded at the time of their visits, to such pupil or pupils as by their good conduct, regular attendance, and proficiency in their studies, would seem to be entitled to such distinction. To this it may be objected that good conduct, regularity and diligence will bring their own reward; but the reward which these virtues bring, though sure, is not immediate, and children are not in the habit of looking far into the future. When they are trundling hoops, playing cricket, running, leaping, and gambolling, their object is not so much increased strength of muscle and agility of limb, though indeed these are the certain results of the exercises, as what Mr. Stowe recommends as the best means of developing the youthful character, "plenty of fun." Similarly may they be allured at school by the prospect of a small reward which is within their reach, to enter the lists and strive manfully for that greater prize which lies in the distance. The expenso of this prize scheme may be urged as another objection. But it is not at all necessary that these prizes should be either numerous or costly, or that their distribution should be more than occasional or exceptional. It is not so much the number and value of the chances in favour of the pupils, but the fact that there are chances, which stimulates them to exertion. But it is a truth there is no denying, that it has been too often and too readily taken for granted that the children of the labourer, the mechanic, or the farmer, will or ought to seek after, and love for its own sake, that learning which those of wealthier parents acquire under the stimulus of a great variety of rewards, honors and emoluments. I trust then that this subject will receive due attention from the Board, and that some provision will soon be made for a supply of the prizes suggested, which under judicious management will, I believe, induce many, who but for such stimulus would think little or nothing about it, to make acquaintance with the elements of intellectual culture."

### Report of the Chief Superintendent of Public Instruction for Lower Canada for 1858.

*Translated from the French by the translators to the Legislative Assembly.*

Extracts from the Reports of the Inspectors of Schools.

Extracts from Reports of Inspector MEAGHER.

The following is a brief statement of my visit to each municipality, viz:

#### COUNTY OF GASPÉ.

*Fox and Griffin.*—On arriving here I called upon the Revd. Mr. Blouin, who informed me there was no school in operation. Mr. Blouin assured me he had written for another teacher, and expected him in course of a fortnight, the people in general were anxious to have at least one school.

*Cap des Rosiers.*—Found one school at Grand Grove, in operation, but only seven children in attendance. The people here still resist the assessment law.

*Gaspé North, and Sydenham.*—Visited the School at the Peninsula, supported by voluntary contributions, which I found very satisfactory. The teacher well qualified, and distributed several prizes.

*Gaspé Bay, South.*—No schools in operation, and from the apathy of the people, who resist the law, there is no likelihood that schools will be established until the law is enforced.

*York and Haldimand.*—There has been no school in operation for more than twelve months past. The Commissioners being absent could not ascertain the cause.

*Douglas.*—Found one good school, kept by a female, which I visited in company with the Reverend Mr. Fafard; examination very satisfactory, 48 pupils were present, distributed 7 books as prizes.

*Malbaie.*—No school in operation, the teacher having left; however, the School Commissioners, through my persuasions, are to engage him for another year, and am happy to learn since the school is re-opened.

*Percé.*—Visited school No. 1, kept by Mr. A. Béchar, who is an excellent and well qualified teacher both in French and English; 50 scholars were in attendance, the examination very much to the satisfaction of myself, and also of the children's parents and guardians who were present. Visited No. 2, kept by Mr. Furlong, 32 children in attendance, examination good, distributed several books as prizes to both of those schools. School No. 3 vacant, the teacher being absent.

*Bonaventure Island.*—No school in operation. The Commissioners informed me they were about engaging a teacher and the school re-opened forthwith.

*Grand River.*—Two good schools, in No. 1, had 56 pupils in attendance, and No. 2, 52. Examination of both very satisfactory. The teachers (particularly Mr. Thomas Tremblay, of No. 2,) well qualified in both French and English languages, and giving much satisfaction.

*New Port and Pabos.*—On reaching this municipality found but one school in operation, kept by Mr. F. mald McTavish, 28 children attending thereat. I am sorry to say that in this place great difficulties still exist in the collection of school rates, owing chiefly to the proprietors of large tracts of land refusing to pay and the magistrates refusing to act.

#### COUNTY OF BONAVENTURE.

*Port Daniel.*—On arriving here found but one school in operation kept by Mr. James Ryan, 48 scholars in attendance, examination good.

*Hope.*—One school in operation. No. 2, kept by Mr. Leek, 48 children in attendance, examination satisfactory. School No. 1, at the time of my visit, was vacant.

*Cox.*—Visited No. 1, school kept by Mr. Decan, a well qualified teacher in both French and English, holding a diploma; much praise is due to him for devoting his time to the cause under his charge. School No. 2, kept by Mr. George Anez, 47 children in attendance, examination middling. School No. 1 had 67 in attendance, distributed prizes to both of those schools. School No. 3, kept by Mr. Macoubry, 40 children in attendance. The teacher well qualified. School No. 4, kept by Miss Jane Clarke, a very good teacher, 47 children under her tuition, and improving rapidly. In this municipality there is much difficulty in collecting the assessment owing to a large amount of arrearages due by the rate payers. The president of the school corporation, the Revd. Mr. Milne, has used great exertions to collect the same, but still many defaulters remain. An order, however, has been made by the Commissioners to sue all those who are in arrears for school dues.

*Hamilton.*—Only one school in operation, kept by Mr. Tierney, 52 scholars in attendance. Examination satisfactory.

*New Richmond.*—In this municipality there are six school districts under control of the Commissioners, but only one, No. 2, kept by Miss Pritchard, in operation, 25 scholars in attendance, examination satisfactory. The other five schools are vacant for want of teachers. There are also three schools in operation under the control of Trustees, being dissentients. No. 1, kept by Mr. Wm. Fallov, is a good school, 46 pupils were in attendance, examination satisfactory. No. 2, kept by John W. S. Fallov, 58 children were present, examination good. No. 3, kept by Mr. Neil Campbell, 33 children in attendance, this school has been opened only about 11 months, and in a very short time will be an excellent school, although its being about two miles back in the wilderness.

*Maria.*—School No. 1, not in operation for want of a teacher. School No. 2, kept by L. P. Reche, 66 scholars in attendance, examination good. School No. 3, kept by Mr. Porner, 44 children in attendance, examination good. School No. 4, vacant for want of a teacher. School No. 5, in the Irish settlement of Maria, kept by Mr. Daniel Lawler, 32 children in attendance, examination not very satisfactory. School No. 6, kept by Miss Gauvreau, 32 children in attendance, examination good.

*Carleton.*—Visited school No. 1, kept by Mr. Beaulieu, 54 children in attendance, examination good. School No. 2, kept by Miss Eugénie Lefebvre, 44 children present, examination satisfactory. School No. 3, kept by Mr. Peter Dugas, 26 children present and improving fast.

*Nouël.*—School No. 1, kept by Delphine Allard, 57 children in attendance, examination good. No other school in operation here at present.

*Shoolbred.*—Two schools in operation. No. 4, kept by Mr. Thomas Verge, an excellent teacher, was in vacation at the time of my visit. No. 5, kept by Mr. Chamberlain, found 30 children in attendance, examination satisfactory.

*Mann.*—No school yet organized owing to the difficulty of collecting the assessments. The Commissioners had a meeting of the rate payers, at which, I was present, matters were amicably arranged, the assessment now in course of being collected, and I trust shortly to see two schools established. The frame of one school house being already erected.

*Mission Point.*—Examined the Indian school, kept by a female teacher, found 66 Indian children in attendance, (from the ages of 6 to 16 years) all learning English. I was highly delighted at the progress made since my former visit in July last, much praise is due to the Reverend Mr. Dumontier, for his kind attention to this school by visiting the same daily.

*Restigouche and Matapedia.*—Found one school in operation, kept by William Donaly, it being only opened a few days previous to my visit.

#### Extracts from Reports by Inspector CHILD.

*Stanstead.*—The municipality of Stanstead continues to sustain its character for the support of its schools. A few more schools have been opened and several new school houses have been built and some old ones repaired. It has now 33 school districts, 31 school houses, and 32 elementary schools, which have been well attended. The children have, except in a few families, been regularly in school, and their progress, I am happy to say, has been in advance of the year 1857. The Commissioners and their Sec.-Treas. have conducted scholastic affairs, under their control successfully without a complaint from any aggrieved party. (The contributions of the rate payers have been liberal, and well paid.—No arrears have been reported.) Greater attention is given to classes in mental arithmetic, algebra and composition are taught in some of the schools, and history is entirely neglected by them all.

*Barnston.*—Its schools have very much improved under the efficient management of the Commissioners. It has sustained 19 schools, during the terms of which the children have well attended, and the teachers employed have been found quite competent, although but a small portion of them have obtained diplomas. I have urged Commissioners to employ only such ones as had been examined and had diplomas. The obstacles which had retarded these schools, for some years, are about removed and the rate payers are more ready to pay their rates and sustain the schools than heretofore, the assessment is double that of the Government grant, besides which they voluntarily contribute for the board of 19 teachers and fuel for the 19 schools. (See tables for the amounts.)

*Hatley.*—As heretofore, has sustained 13 schools, another was closed. The majority (French) have dissented, leaving too few to open the school, some of these are amongst the best schools under my inspection, and they deserve well for the excellent examinations which they have undergone, by myself and school Commissioners. The funds are well collected and accounted for by their very competent Sec.-Treas. One very good school house has been built, and steps have been taken to build another one. The people in this municipality are not behind any in the Eastern Townships, in their love and devotion to elementary learning, and I must say they deserve well for it.

*Magog.*—Has sustained its 7 schools very creditably. They examined remarkably well in February, 1858, and were very well attended. I gave them my warmest commendations, their teachers all had diplomas, and I found them very competent. The Commissioners go on very successfully, and no complaints have ever been made here, two new school houses are being built this year, which with those built a year or two ago, will place Magog on a par with any municipality in the Eastern Townships, for good school houses, which is one of the visible evidences of the enlightened views given to education, and their contributions are in no ways deficient.

*Barford.*—Has, during the year, sustained 5 schools remarkably well, there the Government Commissioners give energy and efficiency to the law, the schools bear a good examination, are well attended, and one new school house has been built this year, the funds are adequate and well managed by the Commissioners and their very faithful Sec.-Treas. The use of American reading books,

the people are resolved to exchange for the National series, which the school Commissioners are determined to buy for the schools.

*Compton.*—Has nobly sustained 21 schools this year, and they have made an advance in the elementary branches on the last. No more suits have been brought and the rates are promptly paid and funds in a sound condition.

*Eaton.*—Sustains 13 schools and their character is well kept up, here some few of the best teachers are employed and the pupils under their instruction acquit themselves, under my examinations greatly to their credit and that of their teachers, yet there are some of the schools quite backward. The rate payers are very willing to pay their rates and make up in the board of the teachers and fuel for the schools.

*Newport.*—Is yet struggling on, and bravely supports 3 schools, one of which bids as fair to become as good a school as any in the district. The Commissioners and Sec.-Treas. deserve my entire approbation for their prudent management, and the rate payers for their liberal contributions for the support of their schools and also in building two new school houses, which are after an improved design of school architecture.

*Hereford.*—Four school districts are still united, and two schools are pretty well kept up, their funds are well applied and no complaints have been made.

*Clifton.*—Has sustained its four schools very respectfully. The children attend well and have made quite an advance on their progress of last year, teachers employed here were very competent.

*Bury.*—Has kept up its 5 schools very successfully, and its school funds now, are quite adequate to the annual wants thereof, one of the 5 schools is kept in connection with the Church and Colonial School Society's school, which is under the instruction of Mr. Best, who is very competent, 7 pupils are taught linear drawing, who have made excellent progress in the art.

*Brompton.*—Has 7 school districts and has sustained 5 schools, the progress of the children in their studies has been an advance on the last year. The new school at the Falls is very promising, their new school house is very large, the design is a good one. The school affairs of Brompton are improving. Their local contributions are promptly paid, and the register and rolls are regular, and from which I obtain such information as I require with little or no labour

Their contributions are five times the amount of the Government grant, (see tables,) as in this so in all the municipalities.

*Sherbrooke Town.*—Sustains 5 schools, besides several other schools of a superior character, including the Church Societies' School and the French College. These are making some progress in reading, spelling, mental and other arithmetic, a little grammar and geography. The Commissioners report that their funds are adequate to the prompt discharge of all debts, and the management of all monied matters is prudent and wise. A new school house is about being built in North Sherbrooke, the cost of which will exceed the \$300 provided by law, the balance will be made up by voluntary aid from the people in that part of the Town. Sherbrooke is attaining a position in the work of education, which will soon place it on an equal standing with the most favoured parts of the district, and I congratulate it for its steady and onward course.

*Oxford.*—Sustains 3 schools and has four districts, one of which is a very good school, and the efforts of this thinly settled township are worthy of every encouragement. The children are making some progress and the money affairs thereof are well managed, no complaints arise here.

*Windsor.*—Also sustains 3 schools out of four districts, and they are in advance upon last year's progress. The Commissioners manage well, and their school funds are adequate. I have had inspection of a French settlement of some standing and extent in the North East Corner of it, and I was glad to find a school about to be opened in July last, which I intend to visit this winter, when I can drive to it.

*Ascot.*—Sustains 14 schools in as many districts, and I am happy to find them improving, some of the best teachers are employed here, and the schools under them have made excellent progress during the last year. The affairs thereof continue to be well conducted.

*Melbourne.*—It gives me great pleasure to find, on a thorough inspection of schools and their affairs here, to report improvement in the schools; an additional number of districts has been laid off



and new school houses are being built, making 19 districts, 11 school houses and 13 schools. The rate payers are more ready and willing to pay, regularity and order is infused into the acts of the Commissioners, which is a gratifying result.

**Shipton.**—Has more than maintained the progressive character of its schools, which are increased in number to 18. I found them all well attended and making some progress. The affairs thereof are still wisely managed.

**Wotton.**—Sustains 3 schools, and a 4th one was about opening in the 2d Concession. Their schools have made some progress. These new settlers are thriving, and soon will be able to raise more funds and sustain more schools. There are 513 children of the proper age to attend school and only 118 of them are in 3 schools. I have met with and succeeded in settling difficulties here. But now ones have arisen.

**Cleveland.**—Has 9 districts and has kept open 7 schools, which have been well attended and some progress has been made, no complaints have arisen and their affairs have been very well conducted. A dissentient school has been opened and I have hopes of its doing well under its experienced teacher.

**Durham No. 1.**—Keeps open 15 schools out of 19 districts, which are well attended, and some progress is being made; there is one dissentient school which is very well attended and taught. The model school is doing well, the teacher lately obtained his diploma for it at the McGill Normal School, and I was much gratified with his thorough method of teaching.

**Durham No. 2.**—Has 3 districts, and I found 3 schools were open, one of which (Mr. Paterson's) is very promising—both English and French are here taught. I examined their Register, Rolls and Accounts and found them regular. The proposed high-school has not been built as was expected.

**Kingscy.**—Has 14 districts and sustains 14 schools, which are not making such progress as I should wish, they are not regularly open, nor attended, I am assured by the Sec.-Treas. who is working steadily to set them right, that some improvement may be expected the ensuing year, two new school houses have been lately built, two schools are to be ranked with the best, one in English, the other in French.

**Yingwick.**—Has 8 schools under control of Commissioners, and 3 under dissentient trustees, none of the former are very well taught or attended. The Commissioners say they cannot procure competent teachers, their funds will enable them to do so, but they have not been found willing to engage.

**South-Ham.**—Remains the same, and but feebly sustains its two little schools.

**Dudswell.**—Has made some advance, its schools (6 in number) have been open. One of which is joined to the Academy, and I am happy to say that the pupils in it, and the common schools have been well attended and some progress has been made in the elementary branches. Their funds are not very ample, but are well managed.

**Winslow.**—Has re-opened 4 schools, which are struggling on under the privations of a newly settled township. The disputes which unfortunately closed them for a time, are subsiding.

**Lingwick.**—Sustains 4 schools, one of which is a very good one, the others are backward. The Commissioners have employed some young teachers, whom I have examined and found qualified to teach the children of the small schools. The teacher in the village school was one of the best under my inspection, I am grieved that he died last spring.

**Weedon.**—Has 3 schools which are doing pretty well, as it is a newly settled place, and some little difficulty has arisen about rates. The school fund is small, as also the contributions to it. I am pleased to find some friends of education here, who have promoted their schools to their utmost power and influence.

**Garthby and Stratford.**—No schools to my knowledge opened in either of these townships, on my last visit this year encouragement was given me that 2 or 3 schools should be opened in the latter place, but no such for the former. The settlers outwardly shew prosperity. I trust schools will be opened and well sustained, and that I shall meet them on my tour this winter.

**Wolfstown.**—I intended to have gone there this year, but have been prevented by extra duty in other parts of my district; it lies 25 miles out of my way.

**Westbury.**—One school has been opened during this year, and the children have been well taught, and have made little progress in reading, spelling, and mental arithmetic, another school is about being opened, which will have more children in attendance. The inhabitants deserve well for their efforts, having built one school house, and are building another, the Commissioners and Sec.-Treas. are quite ambitious in promoting their schools.

**Auckland and South Winslow.**—Have not opened any schools, but are very willing to do so as soon as they have the number of children required by law.

I have now gone through with the 35 municipalities under my inspection, severally, and deem it my duty to make some general remarks, which are to be applied to the whole of them. Their contributions are very liberal and well paid, and under good and wise applications for the support of their schools, as also their school houses, many of which would do honor to any country. The parents also send their children to school as regularly on the whole as it is in their power.

(To be continued.)

### Notices of Books.

**DAWSON:** *Archæa or studies of the Cosmogony and Natural History of the Hebrew scriptures*, by J. W. Dawson, LL. D., F. G. S., Principal of McGill College, 408 pages in-12o. B. Dawson & Son, Montreal.

The favour with which this work has been received is not confined to Canada as appears by the notice of it in Silliman's American Journal of Science and other foreign publications.

**BORTHWICK:** *The British American Reader*, 288 p. in-12o. Miller & Lovell, Montreal. This work is a compilation of historical, scientific and literary reading, on subjects almost all connected with Canada or America. It does the greatest credit to the industry and taste of Mr. Borthwick.

**VASEY:** *The English Classical Spelling Book*, 208 p. in-18o. Lovell & Miller, Montreal and Toronto.

The two following extracts will give an idea of this new spelling book.

*Derivations of Standards of Measurement.*—If we investigate the Standards of Measurement, we find that many of them have been derived from the human body, and more especially from its operative instrument, the hand.

Thus we have a *nail*—*pollex*, pouce, pulgada, (Swedish, *tum*)—for an *inch*; which word has been misapplied by our Saxon predecessors, and corrupted from the Latin *uncia*, which only related to weight.

We still measure by *digits*, by *fingers' breadth*, by *hands high*.

*Cubit*, from *cubitus*, was used formerly.

We now retain *Ell*, *aune*, *ulna*.

*Foot*, *pact*, *pas*, *pes*.

*Yard*, (not, as Tooke supposed, from the Saxon *gyrdan*, to prepare, but) from *gyrdan* (*cingere*,) and is employed to represent the girth of the body.

*Fathom*, the distance of the arms when extended to embrace, from which the meaning is implied in most languages.

*Derivations of Geographical Terms.*—It is equally curious to observe that Geographical positions, and the principal features of the sea and land, have derived their origin from the rude anatomy of the human body.

Thus we have a *cape*, or *head-land*; *ness*, *noss*, or *nose*; the *brow* of a mountain; *tongue* of land; *mouth* of a river; *chops* of the channel; *neck* of land; *arm* of the sea; *coast*, *costa*, the *ribs*.

We are said to penetrate into the very *heart* of the country, or to remove to the *back* settlements. We descend into the *bowels* of the earth in order to discover a *vein* of ore. We ascend from the *foot* of the mountain, and from its *ridge* (back) survey the prospect surrounding, &c., &c.

**VASEY:** *English Grammar made Easy*, 90 p. in-18o. Lovell & Miller, Montreal.

## MONTHLY SUMMARY.

### EDUCATIONAL INTELLIGENCE.

—His Lordship the Bishop of Montreal has recently inaugurated, in the Quebec Suburbs, a new *Salle d'Asile*, which is to be conducted by the Sisters of Providence. This is the second institution of the kind established in Canada.

—Miss Hanley, pupil of the Deaf and Dumb Institute of Montreal, has lately made her profession in religion, in the order of the Sisters of Providence. This lady is the first deaf-mute in this country, who has entered the religious state.

—The Eleventh Annual Report of the Superintendent of Public Instruction in Wisconsin, shows the number of children in the State between 4 and 20 years of age, to be 278,871. This indicates a population in Wisconsin just about equal to that of Michigan. The increase of children in 1859 was 14,519; in 1858, 22,897; in 1857, 27,656.—Though the gain is greater than in Michigan, the comparative falling off is also greater. "The stringency of the times" checking emigration, is assigned as the cause.

Over 100,000 children are reported as not attending school—a much greater proportion than in this State.

The average length of time schools were taught was five and one-half months.

Whole number of districts, 3,656. They have, however, a system of parts of districts, which, if included, make the number a little over four thousand.

The schoolhouse property is estimated at \$1,185,191 93. The most expensive schoolhouse in the State cost but \$20,000.

The average price per month paid to male teachers was \$22 93; to females, \$14 29.

The annual interest of State school funds is \$245,000, of which about \$290,000 is expected to be realized.

The whole amount paid for teachers' wages was \$536,860 66—about one hundred thousand dollars more than was paid in Michigan.

The number of volumes in libraries is less than 50,000.

The Superintendent, Hon. Lyman Draper, congratulates the people that their school interests, "notwithstanding the unequalled pressure of the times," are steadily advancing. He commends the Normal Schools, and Teachers' Institutes.—*Michigan Journal of Education.*

—The Working Men's College in London has progressed so satisfactorily that the institution has been removed to more commodious premises. During the past year from 200 to 300 students on an average have attended the various classes, which include, among others, drawing, arithmetic, mathematics, geology, chemistry, English grammar and composition, Latin, Greek, French, and English, and Bible history. Of the students from October to Christmas, 1858, 109 out of 242 belonged strictly to the class of operatives, the remainder being principally clerks, tradesmen, tradesmen's assistants, and warehousemen, and school masters. The operatives included, in the largest proportion, carpenters, cabinet makers, piano-forte makers, watch and clock makers, opticians, printers, compositors, and bookbinders. The total number of students who joined the college in the first year was 400, in the second 350, in the third 260, in the fourth 236, and in the fifth, to the end of the second term, 169, making a total of 1475. There are classes for women in connection with the college, in which cookery and domestic economy are especially taught, as also reading and writing, and vocal music, arithmetic, history, the Bible, needlework, and geography.—*U. C. Journal of Education.*

—The Hartford Times says that Thomas W. Parmelee, of West Bloomfield, N. Y., by a will made in 1855, after providing for the support of his widow, and making some legacies, bequeathed his real estate to the School Fund of Connecticut, to be conveyed on the death of his wife, (now about 70 years of age.) The property is worth about \$5,000. The School Fund of Connecticut amounts to \$2,044,672. Mr. Parmelee assigned as a reason for giving this property to the School Fund, that long ago, when he was poor, the State loaned him money, which gave him a start in the world, and from which he was enabled to leave a comfortable amount of property, after paying off the loan and all other indebtedness.—*ib.*

—Several public bodies and societies connected with the Highlands have memorialized the Scotch Universities' commissioners to take the necessary steps for instituting and endowing Celtic professorships in some or all of the Scotch Universities.

—We are sorry to hear of the death of Mr. Fisher, Chief Superintendent of Schools for New Brunswick, on whose last Report an editorial appears in our present issue. Mr. Fisher had been hardly ten years in office, and we believe had devoted himself with great zeal to his important task. He is replaced by Mr. Bennett, Inspector of Schools, an appointment which seems to be universally approved. The reader will also find in this number, extracts from this gentleman's last Report, which we had clipped before we had been aware of his preferment.

#### LITERARY INTELLIGENCE.

—A meeting numerously attended by the friends of education and promoters of intellectual progress, was held on the 17th ultimo, in the building which has been recently erected on Notre-Dame street, in front of the Seminary, for the use of the literary institution, so well known to the citizens of Montreal under the name of *Cabinet de Lecture Paroissial*. At this *réunion*, met for the purpose of inaugurating the new hall, upwards of two thousand persons were present. The opening oration having been pronounced by Mr. Granet, the Superior of the Seminary, the following gentlemen addressed the meeting: His Lordship the R. C. Bishop of Montreal, the Hon. L. J. Papineau, the Rev. Father Vignon, Superior of St. Mary's College, the Hon. P. J. O. Chauveau, Superintendent of Education, the Hon. T. J. J. Loranger, C. S. Cherrier, Esquire, members of the Council of Public Instruction, and D. H. Sénécal, Esquire, President of the "Cercle Littéraire."

The presence of the Hon. Mr. Papineau at this grand *soirée* created quite a sensation. His speech was listened to with marked attention, and elicited rapturous applause. In the course of his remarks he paid a high compliment to the gentlemen of the Seminary for the liberal manner in which they had contributed to the success of the enterprise, and expatiated in eloquent terms on their claims to the gratitude of the country for the efficient encouragement and support given by them to the cause of education in Lower-Canada. It was, he said, to the generous efforts of the Seminary, that Montreal was indebted for the establishment, or the development and preservation, within its limits, of the principal colleges, as well as hospitals, schools, and numerous benevolent institutions, which worked such good, and reflected such credit on the city. At the period when Canada became a British province, Montreal was so inconsiderable a place that it could not maintain a college. It only possessed the elementary schools which had been started by the Seminary. Superior education could alone be had in Quebec, then the seat of Government, of commerce and of trade. The higher branches of learning were taught in the Seminary and the Jesuits' College, at Quebec, from the earliest times of the colony, when Montreal could only afford a sufficient number of pupils to attend the elementary course of studies taught in the primary schools. On the very spot where this fine building was now erected, for the inauguration of which they had met that night, and where they would hear such learned lectures, once stood what was considered to be the head primary school of the time, the one in which he had been taught the rudiments of religious instruction. It was to the Montreal Seminary he owed his first lessons; but it was in Quebec that his classical course of studies had been gone through. As Montreal grew in importance, however, the Seminary founded a college, affording that superior education by which many of his hearers had so well profited. Nor was this event of so old a date. One at least of those who had attended the first class of philosophy opened in this college, was still alive, he meant his venerable relative, the Hon. D. B. Viger, a citizen whose name ranked among the most distinguished in Canada.

The gratitude of the clergy was also due to the Seminary of Montreal, for it was owing to its zealous efforts and its solicitude in their behalf, that ministers of the Gospel who were entrusted with the greater number of the spiritual charges in this diocese, and gave such good examples to their flocks, had had an opportunity of forming themselves. In short, in the institutions founded and directed by the Seminary, Judges who adorned the Bench, advocates who were an honor to the Bar, notaries, physicians, merchants, and citizens of every rank and condition, had obtained that sound and moral education suited to their respective callings. Ever since the time it selected from among the energetic, the honest, and the laborious, the pioneers of colonization; when its members laboured with their own hands to assist the settlers in erecting their first habitations; when, scattered through the land, its missionaries, in their efforts to civilize the Indian, fearlessly encountered death, down to the present day its services had been unremitting, and would extend far into the future. The Montreal St. Sulpicians were now an illustrious Community, and had been presided over by a long line of distinguished men. He would only mention the names of those he had known in his youth, the Rev. Mr. Brassier, and the erudite and pious Rev. Mr. Roux, who was learned as well in civil as in canon law, and whose counsel was sought both by the laity and the clergy. Men equally eminent had succeeded them, and had won for the Seminary of Montreal an enduring name and the strongest claims to the respect, the esteem and the gratitude of the citizens of this important city.

The hon. gentleman then spoke in high praise of the Rev. Abbé Failon, of his works already published, and added that this laborious divine was now writing a history of Montreal. This work would take in a sketch of all the parishes within the seigniories of the Seminary, and would give an account of the families that settled in the country under its auspices and protection. It would necessarily be connected with the history of the settlement of the colony. He concluded by expressing a hope that the pleasure of reading this work would not be denied him before going down to the grave.

We condense from the learned disquisition of Mr. Cherrier the following remarks:—He would, before concluding, say a word about our literature and the causes which had operated to retard its progress. As soon as Lower Canada had been endowed with representative institutions, most of our eminent men had been drawn into the political arena. This boisterous life was ill-suited to the development of literature. Yet that eloquence which can flourish only in a free country, had been successfully cultivated by our public men from the beginning of our constitutional era. History had chronicled the names of two men who, as orators, were exalted. One, by his solid and pressing arguments, close dialectics and powerful eloquence, which always shone with the greatest brilliancy in the heat of debate, had rendered the name of Mr. Pierre Bédard eminent. Another, upon whom nature had bestowed an athletic stature, and a powerful voice, held his auditors by the charm of a vehement eloquence, which was only equalled by the vigor of his reasoning. His successful orations, of which his cotemporaries were proud, had placed him at the head of that phalanx who fought for those constitutional liberties which Fox and Pitt, and other illustrious members of the Imperial Parliament, had advocated for them. All would recognise in this description the father of Mr. Papineau. There were those among us who had witnessed the successful efforts of more modern

public speakers, which Europeans of high literary standing had admired.

But, he would ask, what remained of all this eloquence? Snatches here and there in the journals, which gave but a faint idea of the brilliant and spontaneous sallies of the orators. And what was left of the eloquence of the Gracchi, of Phocion, of Hortensius, and of so many others whose orations have not reached us? An immortal place in the memory of man. Was not this an ample reward? If, owing to the condition of the people, the other branches of literature for a long time remained undeveloped, they had not been entirely neglected, as the essays which had appeared both in verse and in prose testified. It was only recently, that literary works of some extent had been published in Canada. Yet these productions had drawn from European critics merited praise. The literary movement imparted to the community, some years ago, had not passed away, but had gathered strength as it advanced, encouraged by such institutions as the one whose new hall they had met that night to inaugurate.

We give on Macaulay the details we promised in our last. —

— Thomas Babington Macaulay was born on the 25th October, 1800, at Rothley Temple, Leicestershire. He was of Scotch descent. His father, who was engaged in the African trade, and who had witnessed the monstrous effects of the traffic in human flesh, had naturally become a most ardent and sincere abolitionist. Young Macaulay early imbibed those principles which have given to his character and genius that liberal stamp, which also marked his political career.

Macaulay entered Trinity College, Cambridge, and soon obtained the most brilliant honors of the University. In the year 1826, having turned his attention to the bar, he entered Lincoln's Inn. His name, which appeared among those of the contributors to *Knight's Quarterly Magazine*, was soon brought into notice by the soundness of judgment and the uncommon merit evinced in his writings. The *Edinburgh Review* had commenced the publication of his celebrated Essays; that on Milton, which remains one of his most brilliant efforts, had already appeared (in 1825).

In 1830 Macaulay, who had already acquired a high literary reputation, was returned to Parliament for the borough of Calne. Having successively held official appointments, and having been, in 1834, re-elected by the city of Leeds, he went to India as a member of the Supreme Council, charged with the preparation of a special code, which, notwithstanding its excellent provisions, was never practically enforced. He returned to England in 1838, and was, the following year, chosen a representative for Edinburgh. He was soon after appointed secretary of war under the Peel Administration. The spirit of tolerance by which he was actuated, led him to declare himself in favor of the emancipation of Roman Catholics, but this liberality alienated the suffrages of his constituents, and in 1847, another representative was elected in his stead. Having withdrawn from public life, Macaulay now concentrated all his energy and talent on his *History of England*, upon which was to depend his greatest title to fame. The two first volumes appeared in 1848, and were followed by two additional volumes, printed in 1855. The extraordinary success which attended the publication of this work, and the marks of esteem and approbation with which the author was greeted, produced a great change in the opinions of his old constituents, who in 1852, again sent him to Parliament. In 1857 he was elevated to the peerage, a distinction earned by his talent and genius.

The eminent qualities which Macaulay possessed as an historian, also distinguished him as an orator. The excellence and perspicuity of his diction, and his profound reasoning, combined to render his discourse highly remarkable. Critics have not been wanting to discover imperfections in his *History of England*. Yet this great work, although unfinished, must ever be considered as one of the finest literary productions of the nineteenth century.

The personal appearance of Macaulay was not prepossessing. He was corpulent, perhaps a little under the average height in stature; features fleshy, eyes large and sparkling, and his hair of a light color. As he advanced in years, and the thoughtful lines of his countenance deepened, his appearance improved. Though Macaulay seemed reserved in his manner, his nature was very susceptible of all the tender emotions, and the sweetness of his disposition made him a pleasant companion and an affectionate friend. He spent annually not less than £1,500 in acts of charity and munificent generosity, out of an income of about £4,000.

Macaulay died at his residence, Holly-lodge, Kensington, and his remains were interred in the Poet's Corner, Westminster Abbey. Thousands assembled to witness the sad ceremony, and universal respect was manifested for the illustrious dead. We subjoin from the *London Daily News* the following closing paragraph in that journal's description of the funeral:—

"As the chief mourners and pall-bearers slowly retired, the outer public rushed in, and—but still decorously and respectfully—crowded round the as yet unclosed grave. They could see the top of the coffin and shell. The lid is divided into three compartments; the upper one contains an engraved plate the arms of the deceased peer. The shield bears two arrows and two buckles, and has two pelicans as supporters. The crest is a boot with a spur, surmounted with the usual coronet. The motto of the coat of arms is "Dulce Periculum." The second compartment contains the following inscription:—"The Right Hon. Thomas Babington Macaulay, Baron Macaulay of Rothwell, born

25th October, 1800, died 28th December, 1859." At the lower part of the lid is a small shield with the initials of the deceased peer, "T. B. M." The coffin is ornamented with massive gilt handles, three upon each side, and one at each end, surmounted with coronets, and the surface is covered with black silk velvet, and decorated in the usual style of funeral ornamentation. In a few minutes more the earth was shovelled in, the flags were laid down, and the grave closed for ever over all that was mortal of the great and gifted Thomas Babington Lord Macaulay."

— From M. S. Rhee's manual of the public libraries, institutions and societies in the United States, we learn that the whole number of libraries is 40,890, containing 12,720,686 volumes. Of the public libraries, there are 1,297, containing 4,280,866 volumes. Of these, New York has 750,421 volumes, and Massachusetts 632,800. Pennsylvania ranks next, with 467,716 volumes. A comparison of the number of volumes in public libraries in the larger cities shows New York has 346,185; Philadelphia, 271,081; Boston, 258,979. The Astor library, New York city, is also the largest public library in the country, containing eighty thousand volumes, six thousand more than the next in size, that of Harvard University. One fact worthy of remark is, that of 4,008,081 volumes in the public libraries of all the States, (omitting the District of Columbia, which contains 272,835), there are 3,103,085 in those of the Free States, and 904,946 in those of the slave States.

The State Library of Michigan contains less than 10,000 volumes; but many of them are works of much value.—*Mich. Journal of Edu.*

— The following gentlemen were elected office-bearers of the Canadian Institute of Toronto, for 1860: President—Professor D. Wilson, LL. D. 1st Vice-President—Rev. Professor Hincks, F. L. S. 2nd Vice-President—Professor H. Croft, D. C. L. 3rd Vice-President—J. Bovell, Esq., M. D. Treasurer—D. Crawford, Esq. Corresponding Secretary—Professor J. B. Cherriman, M. A. Recording Secretary—Patrick Freeland, Esq. Librarian—Professor H. Y. Hind, M. A. Curator—J. F. Smith, Jun., Esq. Council—Hon. J. W. Allan, M. L. C.; W. Hay, Esq., Architect; Professor E. J. Chapman, George R. R. Cockburn, M. A.; S. Fleming, Esq.; Thos. Henning, Esq.—*U. C. Journal of Education.*

— A curious instance of the patience and perseverance of the Germans is afforded by a new encyclopedia, which, commenced at Berlin in 1773, is just completed in two hundred and forty-two volumes. Six editors have been employed upon it, and notwithstanding the commotions which have shaken the country to its centre, the work has gone steadily forward, scarcely delayed by the events which furnished so much material for its pages.—*ib.*

— Father Lacordaire of the order of Dominicans has just been elected a member of the French Academy. Under the existing circumstances the election had more than usual interest. The new academician was born at Reccy-sur-Ource, on the 18th of May 1802. He is consequently very near 58 years of age. A member of the bar and a man of the world, he suddenly entered the Seminary of St. Sulpice, in Paris, in 1824. Subsequently, in 1830, with Lamennais and Montalembert, he published the *Avenir*, a paper in which the doctrines of pure democracy and various politico-religious opinions of a most startling nature were proclaimed and defended. The *Avenir* was condemned by the civil and ecclesiastical authorities in France; the three editors, who all of them were destined to such high fame in the literary world, went to Rome to appeal from the censure of the Archbishop of Paris, but Gregory XVI, in a famous encyclical letter, stamped the new politico-religious school with reprobation. Lamennais went into open rebellion and published his *Affaires de Rome* and his *Paroles d'un Croquant*; Montalembert and Lacordaire took a different course. The latter began to preach in Notre Dame, in Paris, where he attained the highest reputation and used to draw to his *Conférences* crowds of people and the elite of the scientific, political and literary world. In 1841, he became a Dominican, and appeared in the pulpit with the costume of that order. He published at that time a *Life of St. Dominique*. In 1848, he was elected a member of the *Assemblée constituante*, and took his seat, but resigned shortly after. He is now at the head of the college of Sorrèze.

#### SCIENTIFIC INTELLIGENCE.

— A circumnavigation of the globe under the auspices of the Austrian Government has lately been completed. Dr. Scherzer was the head of the corps of savans. In Northern Africa, Henry Duvoyrier last spring started from Algiers to cross and explore the Sahara by a new route: he is a young and enthusiastic Frenchman, and has spent nearly three years in studying Arabic and making preparation for his journey. Dr. Kotschy, an Austrian Orientalist and traveler, has recently explored the ancient Cilicia, or modern Adana, seeking both historical and geographical knowledge. An expedition was to start in November, from Bombay to explore the lake region at the head of the Nile, where Captains S. Eke and Burton discovered Lake Nyanza: Dr. Silvester is the leader. Martin de Moussy, a Frenchman of great scientific knowledge, has just finished a thorough survey of the Argentine Republic, from the Andes to the Atlantic. He crossed the Pampas in every direction, visited the passes and mines of the Cordilleras for three hundred leagues, making barometrical and meteorological observations throughout the entire period. He is to publish the account of his surveys at Paris, at the expense of the Argentine Government. President Urquiza, at whose wish all this work

was done, is a wiser man than most of the South-American Presidents.

The American Geographical and Statistical Society has just received a letter from Dr. Livingstone, containing an account of his explorations, several weeks later than any previously transmitted. He has been engaged in surveying the Shire, a branch of the Zambezi, which flows, for more than a hundred miles, through a cotton-growing region. The quality of the cotton was so excellent that he distributed none of the American seeds sent out by the British Government. The members of the expedition were in good health, and every thing went on prosperously. According to the reports of the natives, the Shire is an outlet of the great central sea Nyanza—the same reservoir whence flows the Nile.

M. Du Chailu, a Frenchman, has just returned from an exploration of Western Africa south of the Gaboon river. He found the country covered with dense forests of palm, ebony and india-rubber trees. His course was through a magnificent prairie country after leaving the Kong mountains. He believes that a system of parallel mountain-chains crosses the continent from east to west, in the region of the Equator.—*Illinois Teacher*.

—The following facts in physiology are curious and interesting: A man is taller in the morning than at night to the extent of half an inch, owing to the relaxation of the cartilages. The human brain is the twenty-eighth of the body, but in the horse but a four-hundredth. Ten days per annum is the average sickness of human life. About the age of 36, the lean man generally becomes fatter, and the fat man leaner. Richter enumerates 600 distinct species of disease in the eye. The pulse of children is 180 in a minute; at puberty it is 90; and at 60, only 60. Dr. Lettom ascribes health and wealth to water; happiness to small beer; and all diseases and crimes to the use of spirits. Elephants live for two hundred, three hundred, and even four hundred years. A healthy full-grown elephant consumes thirty pounds of grain per day. Bats in India are called flying foxes, and measure six feet from tip to tip. Sheep in wild pastures practice self-defence by an array in which animals stand foremost, in concert with ewes and lambs, in the centre of a hollow square. Three Hudson's Bay dogs draw a sledge, loaded with 300 pounds, fifteen miles per day. One pair of pigs will increase in six years to 119, 160, taking the increase at fourteen per annum. A pair of sheep, in the same time, would be but 64. A single female horsefly produces in one season 20,080,320 eggs. The flea, grass-hopper and locust jump 200 times their own length, equal to a quarter of a mile for a man.—*Upper Canada Journal of Education*.

—Death has of late thinned the ranks of Edinburgh's men of science and letters. Some of the last veterans of the old *Edinburgh Review*, the foremost of Scottish Metaphysicians, and one eminent in her ranks of native Geologists, have rapidly followed one another to the tomb; but a sense of sorrow not less intense than that which was felt on the painful and sudden loss of Hugh Miller, has been occasioned by the death of Dr. George Wilson, the first Regius Professor of Technology in the University of Edinburgh. Dr. Wilson is widely known as the biographer of Cavendish and Reid; the author of "Researches on Colour Blindness," and other scientific works; besides numerous valuable papers contributed to scientific periodicals, and to the Transactions of the Royal Society and other learned bodies of which he was a member. His researches embraced a great variety of subjects, and included many discoveries of interest and value; among which may be noted his investigations into the history of medical electricity, and his discovery of fluorine in sea-water and in blood.

Dying, however, in his forty-first year, when, to those who knew him best, he seemed only to be ripening for the works of his matured genius: the best of his productions very partially indicate the wide range of thought and the original capacity of his mind. He has left incomplete the biography of his old friend and colleague, Professor Edward Forbes; and many of his papers furnish mere glimpses of the original views in his favourite science of Chemistry which he had purposed to work out in the leisure of later years he was never destined to see.

In addition to his professorship, Dr. Wilson was Director of the Scottish Industrial Museum. Of this national Institution a writer in the *Athenaeum*, has justly remarked: "Dr. George Wilson was in no small degree the originator of that museum; he gave to it his heart, his genius, and his hopes of success and fame." It would not, indeed, be unjust to say that his life was in some degree the sacrifice made by his devotion to that favorite object. Of a warm and generous nature, and with the well-tempered enthusiasm of true genius, he threw his whole heart into whatever he did; and his loss is mourned in his native city with demonstrations of public grief rarely manifested with like intensity. His remains were followed to the grave by the City Magistrates, the professors of the University, and the representatives of scientific societies and public bodies: and the day of his funeral was observed as one of public mourning. Such an expression of general grief, was due perhaps even more to the worth of a singularly upright and genial Christian man, than to the admiration excited by his rare eloquence as a lecturer, and the fascination of a peculiarly winning and attractive manner, alike in public and private. To those who knew him in the intimate relations of private life, his loss creates a blank that nothing can replace. To a wider circle it may suffice to say, the world has lost in him,—at the early age of forty-one,—a most faithful and conscientious servant of science, and a singularly honest and painstaking searcher after truths. What he has done will give him a place among the honored ranks of our scientific discoverers,—but what he

was capable of doing, had life been granted to him, would have rendered all he has done of little account.—*Canadian Journal of Science*.

—Mr. Faye has called the attention of astronomers and of all lovers of astronomy to the rare opportunity for important observations presented by the total solar eclipse which will take place on the 18th of July next. This eclipse will traverse the earth from California to the Red Sea. The total darkness will travel across North America about the 60th degree of North latitude, leaving it at Hudson's Straits, and leaping the Atlantic, pass across Spain, strike the Balearic Isles, pass through Algeria, and crossing the Nile north of Dongo'a, take leave in Ethiopia. He names seven stations as specially favorable for observation, viz., 1. In Oregon between the Pacific ocean and the Rocky Mountains. 2. In Labrador, in lat. 59° N. 3. and 4. In Spain on the Atlantic and on the Mediterranean coasts. 5. At Ivica in the Balearic isles. 6. At Kabylia in Algeria. 7. At Dongola on the Nile.

At the time of the eclipse, Venus, Mercury, Jupiter and Saturn, will be in the vicinity of the Sun, and form a sort of rhomboid about it. Such a spectacle will not be visible again for many ages.

The objects to be secured by these observations may be arranged under four heads. 1. The more exact determination of the errors of the lunar tables. 2. The determination of the longitudes of places too remote from each other to be connected by the electric telegraph. 3. The verification of the present data for the solar and lunar parallax and the flattening of the earth. 4. The solution of certain questions respecting the physical constitution of the sun, and of the space in its vicinity.

Mr. Faye proposes that at the two principal stations photographic methods should be substituted in place of direct observation. A telescope of large object glass and long focus should be used, and a large number of proofs should be taken between the first and last contact, taking care to keep horizontal the collodionized plate. During the total obscuration, the whole object glass should be uncovered, and the most sensitive plates employed in order to obtain proofs on a large scale of the aureola and solar flames, while observers provided with hand telescopes, with fresh eyes, should deliberately study all particulars which photography can not secure.

As to the meteorological phenomena, Mr. Faye proposes to add the sympiezometer as more quick to show the rapid fluctuations of the atmosphere; and instead of the common thermometer to use a self-registering Breguet's metallic thermometer carried into the air by a captive balloon. The variations of the magnet should also be observed, for if the earth's magnetism is affected by the spots which periodically obscure part of the sun's disk, may it not be affected by the more rapid obscuration of the same by the moon? Possibly the wires of the electric telegraph, arranged now with and now against the direction of the eclipse may show perturbations too fugitive to be detected by bar magnets.

The station at Ivica seems to combine all the advantages offered by the peak of Teneriffe. Here especial attention should be given to the form and prolongations of the aureola, the nature and intensity of its light, and also to the zodiacal light, which is now made to play so important a part in the solar system. Careful search should also be made for the small planets near the sun, suspected by Mr. LeVerrier. Perhaps, moreover, it may be possible to notice clearly the motion of the cone of the lunar shadow, the lower base of which should traverse the surface of the sea at the rate of 900 metres per second, while the upper terminus, if visible, will show by its distance from the zenith the height of the upper strata of our atmosphere.—*Sullivan's Journal*.

—The discovery of a planet between Mercury and the Sun, has shewn how much ingenuity may accomplish with very small means. While Le Verrier was calculating the position of the hidden planet, Mr. Lescarbault, Doctor in Medicine of the Faculty of Paris, residing at Orgères in the *arrondissement* of Châteaudun, with an ordinary telescope, a pendulum of his own construction, a watch as chronometer, and in an observatory built with his own hands, obtained a view of the hidden satellite when it was crossing the Sun's disk. Le Verrier has honoured him with a visit, and the two names are associated in the glory of the discovery. Mr. Lescarbault has since been decorated with the cross of the Legion of Honor.

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