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# JOURNAL OF

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of Elizabeth was passed the Act of Parliament by which the incorporation of the two Universities was finally effected. Cambridge has, in modern times, been as distinguished for the pursuit of mathematical as for classical studies. With Barrow the mathematical age may be said to have commenced. The system of public examination pursued at Cambridge is more severe and accurate, but not so comprehensive, as at Oxford.

3. UNIVERSITY OF DURHAM.—Founded, by Act of Parliament, 1833; incorporated by Royal Charter, 1837. Students admitted from the age of 16 to 21; specially for Divinity, between 21 and 26; after that age, special permission must be obtained.

4. UNIVERSITY OF LONDON.—*Institutions in connexion with the University as to Degrees in Arts and Laws*:—The Universities of the United Kingdom. The University of Sydney. The University of Toronto. University College, London. King's College, London. The Queen's Colleges in Ireland. St. Cuthbert's College, Ushaw. Stonyhurst College. Manchester New College. St. Mary's College, Oscott. St. Patrick's College, Carlow, and very many others.

5. UNIVERSITY COLLEGE, LONDON.—Founded in the year 1826 as the University of London, opened on the 1st of October, 1828. Charter of Incorporation as University College, London, dated the 28th of November, 7th William IV. (1836). Purpose of the foundation, as expressed in the Charter, The General Advancement of Literature and Science by affording to Young Men adequate opportunities for obtaining Literary and Scientific Education at a moderate expense. Government of the College:—The General Meeting of Members of the Corporate Body; the Council, the executive body of the College elected by the General Meeting; the Senate for the regulation of the Academical business of the College, consisting of all the Professors, with a Member of Council for President; the Faculty of Medicine, the Faculty of Arts and Laws, each consisting of the Professors attached to it, according to the subjects of their teaching, a Dean being annually elected by its own Members from among themselves; the Head Master of the Junior School.

6. KING'S COLLEGE, LONDON.—I. *Theological Department*: The object in view in this Department is to provide a system of sound Theological Instruction, essentially practical in its nature, for young men who propose to offer themselves as Candidates for Holy Orders. II. *General Literature and Science Department*: This Department is intended to prepare

**1. BRIEF NOTICES OF EDUCATIONAL INSTITUTIONS IN ENGLAND.**

**I.—UNIVERSITIES.**

1. THE UNIVERSITY OF OXFORD.—Oxford was the seat of a school of learning as early as the reign of Edward the Confessor. A passage (undoubtedly an interpolation) in a manuscript copy of Asser's Life of King Alfred, states, that the University was founded by the munificence of that monarch, A.D. 890 or 895. In the year 1201 (3rd John), Oxford is styled a University, having then, according to Antony à Wood, 3,000 scholars. Its Charter was granted by King John. The statute, 3 Elizabeth, passed 1570, is the act of incorporation by which its privileges were ultimately defined and established. In 1638, under the Chancellorship of Archbishop Laud, the statutes of the University were reduced to a code.

With regard to the expense attendant on an Oxford education, it is often asserted that it amounts to £200 or £300 per annum; but the ordinary *College account* for the year, including University and College fees of all kinds, boarding, lodging, washing, coals, and servants, oftener falls short of £80 and £90 than it exceeds £100. The expense of private tutor—£50 a year—is seldom incurred, except by those who are preparing for honours, and not always even by them.

2. UNIVERSITY OF CAMBRIDGE.—The term "University" was applied to Cambridge as early as A.D. 1229. Mr. Hallam is of opinion that its incorporation was in 1231 (15th Henry III.) The earliest formal Charter extant bears date the 20th year in the reign of Edward I. In the 13th year of the reign

Students for the Universities, for Holy Orders, for the Bar, and other professions, and for competition for appointments in the Civil Service of her Majesty's Government at home, in India, and in the Colonies. III. *Applied Sciences*: The object of this Section is to provide a system of general instruction, essentially practical in its nature, for the large and important class of young men hereafter to be engaged in Civil and Military Engineering, Surveying, Architecture, and the higher branches of Manufacturing Art. IV. *Evening Classes*: Classes for Evening Instruction are held during the months from October to March, inclusive, and during the months of April, May, and June.

## II. GREAT PUBLIC SCHOOLS.

*Heads of Information.*—1. Founder. 2. Patrons or Trustees. 3. Object. 4. Endowment. 5. Free Scholars. 6. Scholarships and Fellowships. 7. Cost of Education of non-foundations.

1. **ETON COLLEGE.**—1. \* This College is the most celebrated of all the Public Schools, was founded by Henry VI., A.D. 1440, by the name of "The Blessed Marie College of Eton, beside Wyndesore." 2. Visitor for final appeal, the Archbishop of Canterbury. 3, &c., The scholars are of two kinds (a) King's Scholars, so called in consequence of the wish of George III., who are eligible from 8 to 15 years of age, the statutable qualification being that they be "poor and indigent," and (b) the independent scholar, or *oppidant*, whose education averages from £150 to £200 per annum, for each boy.

2. **WINCHESTER COLLEGE.**—1. William of Wykeham, A.D. 1393. 2. Visitor, the Bishop of Winchester, Warden and 10 Fellows. 3. To instruct diligently in grammatical learning poor scholars. 5. Free Scholars, 75 are provided with board and lodging, but are subject to an annual payment of £19 13s. 6d. (Ecclesiastica.) Dr. Moberly, the esteemed Head Master since 1835, resigned at Christmas, 1866.

3. **HARROW SCHOOL.**—1. John Lyon, a yeoman of the parish in 1571. 3. The Founders conveyed property "to six trustees" for the endowment of a Schoolmaster and an Usher, the gratuitous instruction of the children of the parish, and for the endowment of four poor Exhibitions for the two Universities. Permission was given to receive foreigners at the stipend the Master could get. 4. £50. 6. Lyon's Exhibition of £30 for 4 years to either Universities; Sayer's two Exhibitions of £52 10s. for 4 years to Caius College, Cambridge; Nield's two Exhibitions of £30 for 3 years to any College of Oxford; Gregory's Exhibition of £100 for 4 years to either Universities; Earl Spencer's Exhibition of £30 to either Universities.

4. **WESTMINSTER SCHOOL.**—1. Queen Elizabeth, in 1560. 2. Dean and Chapter of Westminster. 5. The boys on the foundation, and the "town" boys are on the same footing as four bishop's boys. 6. Studentships at Oxford and Cambridge.

5. **THE CHARTER HOUSE SCHOOL.**—1. Thomas Sutton, Esq., May 9th, 1611. 2. Seventeen governors. 4. "The endowments of this noble foundation produce a rental of more than £22,000." 5. "Those on the foundation are of two classes—pensioner and scholar—both nominated in rotation by the governors." 6. Exhibitions from £80 to £100 per annum, each for 5 years at either Universities, and donations of £100.

6. **RUGBY SCHOOL.**—1. Lawrence Sheriffe, a grocer in London, in 1567. 2. Visitor, the Lord High Chancellor. 4. "Originally designed only for the benefit of the town of Rugby and its neighbourhood. Parents who have resided in Rugby for 2 years, or at any place in the County of Warwick within 10 miles of it, or even in the adjacent Counties of Leicester and Northampton to the distance of 5 miles from it, are privileged to send their sons to be educated at the school without paying anything whatever for their instruction." (Ecclesiastica, 1842.) 6. Exhibitions of £60 a year at any College of either University.

7. **ST. PAUL'S SCHOOL.**—1. Dr. John Colet, Dean of St. Paul's, A.D. 1512. 2. The Mercer's Company. 3. Not only natives of the city, but those born in any other part of the kingdom, and even those who are foreigners "of all nations and countries" are capable of being partakers of its privileges. 4. £5,000. 5. "Colet limited the number of boys to 153, in allusion to that of the fishes caught by St. Peter." 6. Nine Exhibitions of £50 each at any College, and nine of £100 at Trinity College, Cambridge.

8. **MERCHANT TAILORS' SCHOOL.**—1. and 2. Merchant Tailors' College, in 1561. 4. Unendowed. 6. Six Exhibitions of £50 each.

9. **SHREWSBURY SCHOOL.**—1. Edward VI., in 1551. 2. Masters and Fellows of St. John's College, Cambridge. 4. £2,000. 5. "The School is open without limitation to the sons of burgesses

of the town of Shrewsbury, free of expense." 6. Twenty-eight Exhibitions of about £40 each.

10. **CHRIST'S HOSPITAL.**—1. Edward VI., in 1552. 2. Lord Mayor and Aldermen of London. 3. Education of "poor children." 400 orphans were first admitted: they were clothed in russet, which was soon afterwards changed for the dress still worn. In 1672, Charles II. founded a Mathematical School for the instruction of 40 boys in navigation. 4. Above £40,000. 5. "The children are taught, lodged, and clothed, without a shilling's expense to the parents, and provided with all the books for which they have occasion, and with such as are bound to trade, an apprentice fee is paid." 6. Grecianships at Oxford and Cambridge.

11. **MANCHESTER SCHOOL.**—1. Hugh Oldham, Bishop of Exeter, 1510. 2. Visitor, the Dean of Manchester. 4. £4,408. 6. Exhibitions to Brasenose College, Oxford, and St. John's, Cambridge.

12. **BIRMINGHAM SCHOOL.**—1. Edward VI., 1552. 2. Visitors, the Lord Chancellor and the Bishop of Worcester. 4. Above £10,000. 5. Sons of inhabitants free qualifications, 8 years of age, and ability to read and write English; about 100 nominations are open to public competition; children of non-inhabitants pay from £15 to £20 per annum. 6. Ten Exhibitions, each of £50, at either Oxford or Cambridge, tenable for 4 years; two scholarships, of £50, for 4 years, at Brasenose College.

Other noted Endowed Grammar Schools are those of Broms-grove, Bedford, Bury St. Edmunds, Highgate, Guernsey, Ipswich, Leeds, Marlborough, Repton, Sherborne, Southwark, &c.

## MIDDLE CLASS EDUCATION.

In addition to the Endowed Schools, Middle Class Education is also provided for in numerous Proprietary Schools and Denominational Colleges.

The COLLEGE OF PRECEPTORS was incorporated in 1849, by Royal Charter, "for the purpose of promoting sound learning, and of advancing the interests of Education, more especially among the middle classes." The principal means employed to secure these objects, are: 1st. The periodical examination of teachers and of pupils. 2nd. The union of teachers of every class in a corporate body, so that they may have a recognized position equal to that enjoyed by the other learned professions. 3rd. The making provision for the families of deceased, aged, and poor members. 4th. The providing of a medium of communication between Principals of Schools and Assistants of good character and attainments. 5th. The periodical bringing together of teachers for the discussion of subjects in which the scholastic profession is interested.

The annual subscription is one guinea. There is no entrance fee. A single payment of ten guineas confers the privileges of Life Membership.

All persons engaged in education are admissible as Members of the Corporation; and persons desirous of joining it, or of promoting its objects, may, on application to the Secretary, obtain all necessary information, together with copies of the bye-laws, and of the regulations respecting the Examinations of Candidates for the College Diplomas, and of Pupils in Schools.

UNIVERSITY LOCAL EXAMINATIONS.—The Universities of Oxford (in June), Cambridge (December), and Durham (October), hold examinations annually for persons not members of either University. Oxford grants the diploma of Associate of Arts (A.A.), the others certificates; Cambridge also examines female candidates.

## THE COMMITTEE OF COUNCIL ON EDUCATION.

The Education Committee is composed of Ministers of State, and its duty is to superintend the application of any sums voted by Parliament for the promotion of Education in Great Britain. The details of the administration of the English system of Elementary Education devolve upon the Education Department. Officers are appointed, called "Her Majesty's Inspectors of Schools," who are gentlemen of high qualifications. The following statement will show the principle on which grants are made:—

Every school aided from the grant must be either a school in connection with some recognized religious denomination, or a school in which, besides secular instruction, the Scriptures are read daily from the authorized version. In elementary schools, the school-house must be well ventilated, properly lighted, and contain in the principal school-room at least eighty cubical feet of internal space for each child in average attendance; the principal teacher must be duly certificated, and the girls must be taught plain needle-work.

THE REVISED CODE.—*Standards of Examination by her Majesty's Inspectors of Schools, under the Revised Code. Standard 1st.*—(Lowest) Reading: Narrative in Monosyllables. Writing: Form on blackboard or slate, from dictation, letters, capital and small, manuscript. Arithmetic: Form on blackboard or slate, from dictation, figures up to 20; name at sight figures up to 20; add and subtract figures up to 10, orally, from examples on blackboard.

\*The numbers 1, 2, 3, &c., refer to the heads of information above noted.

**Standard 2nd.**—Reading: one of the Narratives next in order after Monosyllables, in an Elementary Reading Book used in the school. Writing: copy in Manuscript character a line of print. Arithmetic: a sum in Simple Addition or Subtraction, and the Multiplication Table.

**Standard 3rd.**—Reading: a short Paragraph from an Elementary Reading Book used in the school. Writing: a sentence from the same Paragraph, slowly read once, and then dictated in single words. Arithmetic: a sum in any simple rule as far as Short Division (inclusive).

**Standard 4th.**—Reading: a short Paragraph from a more advanced Reading Book used in the school. Writing: a Sentence slowly dictated once, by a few words at a time, from the same book, but not from the Paragraph read. Arithmetic: a sum in Compound Rules (Money).

**Standard 5th.**—Reading: a few lines of Poetry from a Reading Book used in the first class of the school. Writing: a Sentence slowly dictated once, by a few words at a time, from a Reading Book used in the first class of the school. Arithmetic: a Sum in Compound Rules (Common Weights and Measures).

**Standard 6th.**—Reading: a short ordinary Paragraph, in a Newspaper or other modern Narrative. Writing: another short ordinary Paragraph in a Newspaper or other modern Narrative, slowly dictated once, by a few words at a time. Arithmetic: a Sum in Practice or Bills of Parcels.

**Government Grants.**—Managers of schools under Government inspection may claim at the end of the year: (a) The sum of 4s. per scholar, according to the average number in attendance throughout the year; evening scholars, 2s. 6d. each, upon average attendance. (b.) For every scholar who has attended more than 200 times, if more than 6 years of age, 8s., subject to examination; if under 6 years of age, 6s. 6d., subject to a favourable report by the inspector; evening scholars, attending more than 24 times, 5s., subject to examination. Every day scholar for whom 8s. is claimed, forfeits 2s. 8d. for failure in reading, 2s. 8d. in writing, and 2s. 8d. in arithmetic; the forfeit for an evening scholar is 1s. 8d. for each of the subjects.

The Committee of Council, at the time of agreeing to make annual grants to a school, informs the managers in what month to look for the Inspector's annual visit. This month remains the same from year to year, unless the Committee of Council informs the managers of a change. The Inspector gives notice of the day of his visit beforehand, to the managers.

The grant is withheld altogether, if the registers and accounts be not kept with sufficient accuracy to warrant confidence in the returns.

The children of a large portion of the population are also reached by the following Societies:—

**NATIONAL SOCIETY FOR PROMOTING THE EDUCATION OF THE POOR IN THE PRINCIPLES OF THE ESTABLISHED CHURCH.**—This great Society which has done so much "to dissipate ignorance and crime, and to soften, and refine, and prepare for their solemn responsibilities, the children of the poorer classes of the people of England and Wales, originated in the Society for Promoting Christian Knowledge, which, on the very first day of its meeting (March 8, 1698) passed a resolution to consider 'how to further and promote that good design of erecting Catechetical Schools in each parish in and about London.' So well did the Society succeed, that, within ten years, nearly 5,000 children, in the metropolis alone, were receiving the benefit of a Christian education through its instrumentality; and to the aid and encouragement afforded by it, is owing the origin of some of the earliest parochial and ward Schools in London, as well as the annual assembly of the Charity School of London and Westminster in St. Paul's Cathedral. But the Society's exertions were not confined to the metropolis, for by the year 1741, more than 2,000 Schools had been founded by its efforts throughout the kingdom. About the year 1784, it afforded its support to the system of Sunday Schools introduced by Mr. Robert Raikes, of Gloucester, at that period. In 1811 the carrying of the great work of which it had laid the foundation was transferred to the National Society, and the incorporation of that Society by Royal Charter, in 1817, became the means of increasing and regulating the efforts previously made in this important department."

There are connected with the Society, thirteen Training Colleges for Schoolmasters, and twelve for Mistresses.

**BRITISH AND FOREIGN SCHOOL SOCIETY.**—This great Society, which is under the special patronage of the Queen, who subscribes £100 per annum to its funds, has for its object the Scriptural education of the children of the poor, without distinction of sect or party. It aims to promote elementary education by the training of teachers, the support of model schools, the employment of Inspectors and visitors; and by grants of school materials, &c. It was here that Joseph Lancaster began his philanthropic scheme for

the amelioration of the lower classes through the instrumentality of primary education.

**HOME AND COLONIAL SCHOOL SOCIETY.**—*Objects:* That the objects of this Society be the training of teachers, and the improvement and extension of education on Christian principles, as such principles are set forth and embodied in the Doctrinal Articles of the Church of England.

There are, also, Schools connected with the CONGREGATIONAL BOARD OF EDUCATION (instituted 1843), the WESLEYAN COMMITTEE OF EDUCATION, both of which have Normal Schools, or Training Colleges, and there are two ROMAN CATHOLIC Training Colleges.

The government, also, aids adult scholars at NIGHT SCHOOLS, according to the results of examinations.

We must omit all mention of many special classes of schools, and conclude with a notice of

## SCIENTIFIC EDUCATION.

A sum of money is voted annually by Parliament for scientific instruction in the United Kingdom. This money is administered by the Science and Art Department. The object of this vote is to promote instruction in science, especially among the industrial classes. It is voted prospectively, and its continuance is not guaranteed beyond the current financial year.

The Science and Art Department of the Committee of Council on Education is authorized to give aid towards the teaching of Elementary Drawing in Schools established to promote the education of children belonging to the classes who support themselves by manual labour.

A payment of 1s. will be made for every child who gives satisfactory evidence, under examination, of having been taught drawing. 2s. for proficiency. 3s. for every child who may excel.

A small prize will be given to every child who may exhibit the required standard of excellence.

A payment of 10s. will be made on every exercise of the 2nd grade satisfactorily worked at an annual examination by a pupil-teacher of the School, who has been taught drawing in the School.

The above-named payments will only be made on the account of children instructed in drawing by teachers holding certificates of competency to teach drawing granted by the Department.

## 2. NIGHT SCHOOLS IN FRANCE.

The Paris correspondent of the London *Star* writes:

"M. Duray, Minister of Public Instruction, presided last Sunday at the distribution of prizes at the Polytechnic association. The meeting was held at the Cirque Napoleon, which vast building was crowded by foreign workmen. I give you some extracts of the speech delivered by his Excellency on this occasion. The eloquence of figures is undeniable. Notwithstanding the splendid results of the last year's examination, education has made still more gigantic strides within the last twelve months; 40,000 teachers, that is, 10,000 more than last year, have opened 32,383 gratuitous night schools, attended by 823,000 adult scholars. Above one-third of these were uninstructed, of whom but 23,000, in spite of their anxiety to learn, quitted the school as ignorantly as they entered; whereas 800,000 have made considerable progress in knowledge.

"Calculate the accession of industrial power thus gained in a few months, the progress of trade being always in proportion to that of general instruction. Contrary to the usual course of events this movement has begun from the lower strata of society. The people, inspired by a few brief and energetic words of the Emperor, have crowded to these new schools. Thirteen thousand teachers have given their time and energy gratuitously to these schools, nine thousand of whom have spent 235,000 francs of their small salaries on the good work; ten thousand municipal councils have made it a point of honor to subscribe a sum nearly amounting to two millions francs (\$30,000) towards the necessary expenses.

"To prove the severe investigations which have resulted in the above statistics, M. Duray read an official report of what had taken place in one department. A competitive examination of the adult classes took place on the 5th of March, 1865, the subject for composition having been enclosed in a sealed envelope and forwarded to each teacher. The presence of the mayors, curates and delegates from surrounding districts guaranteed the honesty with which the conditions imposed by the board had been fulfilled. One thousand two hundred and sixty seven compositions were sent in to the Inspector; 317 of these were written without a single fault. On the 11th of February, 1866, the number of competitors was trebled, and numbered 4,880; 900 compositions were sent up without a single error. In 1867, on the 27th February, 5,159 adults entered the lists, all either labourers or mechanics; the result was 1,409 faultless compositions—the writing, spelling and moral sense of the compositions being equally admirable.

"The most touching instances of anxiety for instruction are re-

corded. A little girl, for instance, ten years of age, herself brought her mother to the night school, and there taught her herself to read. A sick workman wrote the exercises for the night school while confined to his bed, while another paid a friend to replace him at his factory during the school hour. In the South, where the passions are violent, and where quarrels are more frequent than in cooler northern districts, the moral benefit derived by these night schools has been so great that in one instance, when illness prevented the teacher from giving his lessons, a young curate volunteered to re-

place him—a service which necessitated a fatiguing journey on foot across a mountain and through a wood of considerable extent. He never could reach home before half-past eleven at night. During four months the young priest was punctual to his self-imposed task, for which he received no reward save the gratification of having continued the good work begun by one as poor as himself. At Cruzot drunkenness and quarreling are unknown in the foundries, where ten thousand workmen are employed—a result attributed by the president of the Corps Legislatif to the night schools.”

**3. ENGLISH EDUCATIONAL RETURNS FOR THE YEARS 1859—1866.**

*Presented to both Houses of Parliament, by command of Her Majesty.*

1. The Number of Grants made in each year for building, enlarging, or improving elementary day schools in England and Wales, in Scotland, and in Great Britain, with the total amount of such grants ;

2. The Number of Schools inspected, distinguishing schools from departments of schools :  
 3. The Average Number of Scholars attending the schools inspected, and the number of scholars present on the day of inspection :  
 4. The Number of Certificated Teachers acting in the schools inspected.

**I. ENGLAND AND WALES.**

YEARS.	Years ending 31st December.			Years ending 31st August.								Number of Certificated Teachers acting in Schools inspected.	
	Grants for building, enlarging, and improving Schools.			Number of Schools inspected.					Number of Scholars.				
	Number of Grants.	Total amount.		Institutions.	Departments.				In average attendance.	Present at inspection.			
		£	s.	d.		Boys.	Girls.	Infants.	Mixed.	Total.			
1859	434	124,820	9	10	5,531	2,024	1,958	1,280	3,021	8,283	674,602	757,082	5,225
1860	338	111,274	14	2	6,012	2,162	2,048	1,414	3,398	9,012	751,325	830,971	6,342
1861	310	92,293	4	0	6,259	2,162	2,014	1,537	3,604	9,317	773,831	879,884	6,758
1862	223	58,389	17	0	6,113	2,090	1,924	1,526	3,533	9,073	799,056	889,994	7,475
1863	163	34,435	1	11	6,188	2,430	2,120	1,511	3,171	9,232	825,691	911,287	7,875
1864	129	25,329	12	6	6,428	2,039	1,750	1,448	4,028	9,265	828,946	955,179	8,587
1865	101	17,759	13	0	6,815	2,211	1,787	1,605	4,336	9,939	860,370	1,042,766	9,429
1866	120	23,250	2	5	7,081	2,243	1,841	1,651	4,550	10,285	871,309	1,086,812	9,905

**II—SCOTLAND.**

1859	43	9,378	16	7	1,055	81	176	58	957	1,272	126,799	123,049	997
1860	28	5,828	12	6	1,260	98	166	63	1,064	1,391	132,909	131,961	1,170
1861	31	7,213	11	4	1,446	119	246	83	1,135	1,593	146,104	148,806	1,311
1862	28	5,598	9	9	1,456	89	193	71	1,231	1,584	149,573	150,316	1,424
1863	12	2,256	17	6	1,551	119	237	98	1,260	1,714	166,494	165,145	1,606
1864	7	976	4	4	1,463	192	258	102	1,111	1,663	153,539	155,178	1,606
1865	10	1,123	3	0	1,623	71	101	102	1,522	1,796	161,529	171,504	1,837
1866	10	972	0	6	1,672	89	126	100	1,530	1,845	167,874	178,017	1,966

**III—TOTAL FOR GREAT BRITAIN.**

1859	477	134,199	6	5	6,586	2,105	2,134	1,338	3,978	9,555	801,401	880,131	6,222
1860	416	117,103	6	8	7,272	2,260	2,214	1,477	4,452	10,403	884,234	962,932	7,512
1861	341	99,506	15	4	7,705	2,281	2,260	1,620	4,739	10,900	919,935	1,028,690	8,069
1862	251	63,988	6	9	7,569	2,179	2,117	1,597	4,764	10,667	948,629	1,040,310	8,899
1863	175	36,681	19	5	7,739	2,549	2,357	1,609	4,431	10,946	992,185	1,076,432	9,481
1864	136	26,305	16	10	7,891	2,231	2,008	1,550	5,139	10,928	982,485	1,110,357	10,193
1865	111	18,882	16	0	8,438	2,282	1,888	1,707	5,858	11,735	1,021,899	1,214,270	11,266
1866	130	24,222	2	11	8,753	2,332	1,967	1,751	6,080	12,130	1,039,183	1,264,829	11,871

**4. THE PUBLIC SCHOOLS OF COPENHAGEN.**

The commercial authorities of Copenhagen maintain three different kinds of public schools : 1. "The School," where a monthly payment of about 1s. 2d. for the upper classes, and 9d. for the preparation class is asked for each child, moderation being granted for brothers and sisters. 2. The Charity School, where the instruction is gratuitously given, and where every person has a right to send his children, no regard whatever being had to his means ; children whose parents are disabled from providing instruction for them, are entitled to obtain such gratuitously in the public schools. 3. The Pauper School, for children of such parents as receive regular alms from the institution for the poor. Children attending the last named school not only obtain free instruction, but at the same time clothes and bread, and are, after their confirmation, placed either in service, or apprenticed to some trade, but remain under the superintendance of the Directors of the institution for the poor, until having completed their eighteenth year.

The public authorities furnish these schools with all requisites for instruction : writing, spelling, and reading books, &c. ; but as to the two first named schools, the parents are obliged to purchase themselves the very few lesson books employed there.

Attendance at school is compelled ; and the duty of it commences with the seventh year. As a child reaches that age, the parents are obliged to send it either to a public or to an authorized private school, or to prove that they (according to the law of May 2, 1855,) privately take care of the proper instruction of their children. The latter being the case, the School Board has the right to summon the children for examination in a public school, and the privilege to continue the private instruction is forfeited should the children be found wanting in knowledge.

The thirteenth year completed, the child can be dismissed from school, when it has, up to that time, passed through the regulated course of lectures for the school, and at the last examination has obtained "Werg good" or main testimony. The fifteenth year

reached, every child is dismissed from school, notwithstanding its want of knowledge.

Has a child of the first kind of schools, for two months, omitted to pay the decreed school money, it is put down for the Charity school; and as soon as the parents are booked for receiving regular alms, the children are put down for the Pauper School.

Wilful absence from school is, in "The School" and Charity School, punished by fines. One penny for the day during the first month, two pence during the next, and four pence during the third month. Nine pence per day is the highest fine that can be imposed.

The neglectful children of the Pauper school are punished either by being sent to the workhouses, or to the educational establishment for deprived children in the country; sometimes also sent to board there. In "the Schools" which have, like the Charity and Pauper schools, five classes, the regulated number of children for each class is thirty-five, the preparation class excepted, that may count even 100; and each of these classes gets twenty-eight hours' instruction in the week. The topics are religion, the Danish grammar, history, especially that of their own country, geography, natural history, arithmetic, writing, drawing, singing, gymnastics; and for the girls also every kind of plain sewing. In the Charity and Pauper schools the instruction is imparted after the same plan, natural history only excepted. The two upper classes of the Charity school get 25 hours' instruction in the week, the two next ones 22 hours, and the preparation class (like "the Schools") 21. The children of the Pauper schools attend it almost the whole day, from eight till twelve in the morning, and from two till six in the afternoon; and the lesson hours finished, they are occupied with needle-work—plain sewing for the larger, and knitting for the smaller ones.

The Public Schools of Copenhagen are administered by a School Board, which is composed (according to the law of December 29th, 1837) of the First President, of an alderman, and of one of the deans or rectors of the town. The director of the public and private schools is also a member of the Board, though without having any right to vote. He is the superintendent of all schools, and is regarded as the manager of the Board.

Every school has also, beside the Board, its own special commission, consisting likewise of three members. A rector, or residing curate, as director, and two commoners, of whom one is elected by the Board, the second by the representatives of the corporations.

Every school has, moreover, its own inspector, who receives, besides his salary, also free house, wood, and light. An inspector's salary is at the beginning about £30. a year, but increases at each three years' service with £5., until it at last reaches £45. They are paid in the same way as the other teachers for the lessons they give; the said lessons are not to amount to above 18 hours a week. The inspector of the school obtains the mere 4 per cent. of the school money, which he calls in and gives account of.

Beside the inspector, every school (the Pauper school excepted) has also a head master, who receives a salary of £45., therein included the payment for 36 lesson hours a week.

The masters of the public school receive for 36 hours' instruction in the week a salary of £25. a year, which sum, after 4 years' service, is raised to £32. 10s. and after other 4 years to £40. Its masters can be employed as Candidates of Divinity and skilful students, who are nevertheless not permitted to teach religion. In the girls' classes, a complete separation of both sexes is strictly observed; examined female teachers can give instruction in all the different branches. These teachers have a salary of £18., £21. 12s., and £25. 4s. for 36 lessons a week.

Copenhagen has also, beside the here named schools, a royal education house, where about 90 boys obtain a somewhat higher instruction, and are at the same time boarded and dressed gratuitously until their confirmation.

A kind of reward schools are the united schools maintained by the church, where decent and diligent children from all public schools can be admitted. No school money is asked, and the pupils may, as the school is richly endowed, at the same time obtain legacies and equipment for their confirmation. The instruction is imparted upon a somewhat larger scale than at the other schools, and is calculated for children from the 10th until the 14th year. It has four classes for boys, and four for girls, with 35 children in each class.—*Eng. S. S. Teachers' Magazine.*

##### 5. THE ROYAL COMMISSION ON EDUCATION IN VICTORIA.

The Rev. R. W. Vanderkiste, of Sidney, writes to a friend thus:—"Victoria is stirring in the matter of education. Our new bill, as you are aware, gives increased facilities for the establishment of very small public schools in the interior. If the average attendance be as low as ten, the teacher is yet to be paid servant of the Government. You may judge the need of such an arrangement, when I name to you that at one national school, which I established

some years since, about 150 miles from Sydney, which we do not call the interior, although the nearest school was fourteen miles distant, swollen rivers reduced the attendance for a considerable portion of the year, to the number I have named above.

The Victoria report extends to over 300 foolscap pages, closely printed. The following is a summary of the recommendations of the commission to the Victoria Legislature:—

1. The enactment of a law making the instruction of children compulsory upon parents.
2. The appointment of a Minister of Public Instruction, responsible to Parliament, with a general superintendence over the interests of education in Victoria.
3. The establishment of public schools from which sectarian teaching shall be excluded by express legislative enactment, and in which religious teaching shall be in like manner sanctioned and encouraged.
4. Public schools to be placed under the superintendence and management, subject to the Minister of Public Instruction, of local committees, to be partly nominated by ratepayers and parents.
5. The teachers in public schools to be admitted to the public service upon passing a prescribed examination; to be under the direction of local committees, subject to the authority of the Minister of Public Instruction; and to be entitled to receive their salaries, and, after a certain period of actual service, an augmentation allowance, and a retiring allowance from the state.
6. The principles of individual examination of children, and of part payment of the teacher by results, to be retained; but modifications to be made in the mode of examination.
7. The establishment of a training school for teachers.
8. Annual exhibitions at the grammar schools, Queen's scholarships in the training school, and appointments in the civil service, to be given to the pupils of public schools.
9. A capitation grant, to be conditionally given, for a period of five years, to non-vested schools now on the rolls of the Board of Education.
10. Encouragement to be given to the denominations, by means of a grant of increased powers, to part with their school lands, to surrender their schools, and contribute to the establishment of public schools.
11. A separate grant to be made for the purpose of aiding instruction in the rural districts, and in missionary educational settlements for the aborigines and the instruction of the Chinese, and for the purpose of aiding ragged schools.
12. The levying of a rate in aid of public instruction upon the land in Victoria.—*Papers for the Schoolmaster.*

## II. Papers on Practical Education.

### 1. REPORT ON THE STUDY OF LANGUAGES.

At a meeting of the Association of New England Colleges held in Providence, R.I., October, 1865, the Presidents of Yale College and of Brown and Harvard Universities were requested to prepare a brief statement of the views which, from the discussions of that meeting and the meeting held in 1864, it was evident that the majority of the association held concerning the ordinary mode of teaching both ancient and modern languages.

The modes of teaching should undoubtedly vary, to some extent, with the age of the pupil, with the nearness of the relationship between the language taught and the pupil's vernacular, and with the object in view in learning.

The objects in view may be classified under two heads: the uses to be made of the knowledge when acquired, and the usefulness of the process of acquisition.

Again, the uses of the knowledge may be classified under three heads, arising first from the ability to read the language, and interpret the thoughts of those who use it; secondly, from the ability to speak and write the language, and express our thoughts to those who understand it; thirdly, from the light which the grammar and vocabulary of the language may throw upon our vernacular, or upon some other tongue which we may be studying, or upon the history of the nation using it. It is evident that for the second use a much greater familiarity with the tongue is required than for the first or third.

Still further, the uses of the process of acquisition may be classified under various heads, in the cultivation of memory, of the ear, of judgment and reasoning power,—and if the writings studied be classical, in the cultivation of taste and imagination, and in increased power to use our own language with elegance and force.

The processes of acquisition involve seven different kinds of labor, and each of these seven kinds is divisible into two degrees of nicety,—the one for those who would simply learn to read, the other for those who would learn to speak the language. For the ordinary purposes of liberal education, the first degree is sufficient. These seven kinds are as follows:

Firstly,—Orthoëpy; in which the degrees are the correct, and the elegant pronunciation of the vowels and consonants in combination. For example, a sufficient reading-knowledge of German may be



obtained without the ability to give the softened vowels in an elegant and easy manner,—but not without knowing their approximate value.

Secondly,—Prosody, and the laws of accent: first as they affect the pronunciation of prose, afterward as they affect the melody of verse. For examples of the first degree compare the English words holy and wholly, boot and foot, stone as pronounced in New England and as pronounced in New York.

Thirdly,—The inflections of declinable words: first of the regular and the frequently-recurring irregular words, afterward of the rarer anomalies.

Fourthly,—The vocabulary: first of the current words, afterward of those more rarely met with.

Fifthly,—The derivation of words, and the laws of etymological changes: first in the most general and extensive laws, afterward in the more anomalous cases.

Sixthly,—The syntax in its ordinary laws and usages, afterward in the rarer idioms.

Seventhly,—The genius of the tongue and the spirit of its literature.

The tools or instruments used in learning a language are usually a manual of grammar, a book of exercises in reading and writing, a dictionary, and a work written in the tongue. These works are put into the learner's hands in the order in which they are here named; but this is almost a complete inversion of the true order of study. Grammar is an analysis of the usages of a language, and can not be profitably and intelligently studied without some previous familiarity with those usages. Reading ought, therefore, to precede the study of grammar, and the study of grammar be entered upon gradually, only as fast as the needs of the reading require it. The boy fitting for college should learn only so much of the grammar as may be required to enable him to construe intelligently the books on which he is to be examined; and this can be comprised in a very few pages of paradigms and rules. It would be hard to overstate the mischief wrought by forcing children to commit to memory several hundred pages of Greek and Latin grammar before they can read the simplest books written in those tongues. A thorough analysis of the syntactical arrangement and etymological forms of words actually found in reading is of vastly more intellectual value to the beginner than the committing of rules to memory can be; and of more permanent value, as the grammatical principles developed in studying a passage in which the pupil is interested are fastened in his memory by a natural mnemonic aid.

In regard to a dictionary, there is an apparent saving of time in using a brief vocabulary prepared for the special book which the student is reading; but the apparent gain will be a loss if the meanings given to each word are not full and various, and arrayed in the natural order of their development.

The learner should be taught to free himself as much as possible from dependence on the lexicon. Reading by its aid is like swimming with bladders, or like reading with an interlinear translation. The meaning found in a dictionary slips from your memory tomorrow, but the meaning discovered by a patient consideration of the context is never forgotten. The more remote the tongue which we are studying is from our vernacular, the more we must depend upon our lexicon. But let a student master Latin, and know one Teutonic tongue, and he can learn any language of western or central Europe almost without dictionary or grammar. Thus German, English, Danish, Swedish, Italian, French and Spanish people can learn each others' languages from classic writers almost without the aid of grammarians or lexicographers, by simply reading incessantly and attentively standard works in the tongue which they wish to learn.

Of course, this habit of reading does not absolutely dispense with the need of referring occasionally to a lexicon, nor with the need of studying text-books on grammar; but it prepares the pupil for such a study, renders it easy, and can alone render it profitable.

One very marked advantage in larger reading and less extensive grammatical drill at the beginning of the course is that of making the pupil most familiar with what is of most frequent occurrence, and thus giving due perspective to the facts and principles of the language,—a perspective which can not be correctly given by the artificial mode of using two sizes of type in the grammar. We say less extensive drill,—but in intensity of drill on the constantly-recurring forms and idioms met with in reading there should be no abatement; the ordinary paradigms should be made as familiar as the alphabet.

Another very marked error in the modern mode of teaching both modern and ancient languages lies in assigning too much time and too early a time to the writing of exercises. The absurdity of writing sentences in a tongue before attaining a familiarity, by reading or hearing native authors, with its usages and idioms is curiously illustrated in a recent serious attempt to give the Portuguese in Brazil 'a new guide to English;' the English having been

written by Portuguese, and being much less intelligible to an Englishman than Portuguese itself. Writing exercises in a tongue should be postponed until the student is familiar with the style of several native authors, has learned something of the grammar, and has committed to memory many passages in both poetry and prose. No preparation for writing Latin and Greek can be so good as the reading of Cicero and Xenophon; and this is true not only with reference to the study of the classic authors, but it holds also of a more temporary preparation. That is to say, if a student is compelled to write an exercise, and has a reasonable time allowed in which to write it, he will find it to his advantage to spend the first half of that time in the rapid cursory reading of a classic author in the language, writing upon some similar topic.

These views are not new: they have been frequently urged by the best writers upon education. "The only way," says Professor Conant, "to impress upon the mind of a pupil the genius of a foreign tongue is to impress upon it the phraseology of native speakers and writers. The habit of conception in conformity with the models thus furnished will follow of itself. The practice of expressing English conceptions in the words of a foreign language, for the purpose of learning it, is not only useless, but positively injurious." Yet this positively injurious method has been of late years made a prominent feature in the teaching both of ancient and modern tongues, to the great detriment of English and American learning.

The natural mode of learning a new language by a direct attack upon the words of native authors, committing poems and finer passages of prose to memory, and endeavoring, by incessant comparisons with the context, to elucidate the meaning without the aid of the lexicon, not only gives the pupil the ability to read the new tongue in much less time than the grammar and exercise-book manner, but it furnishes a vastly better gymnastic for the mind, stimulates the pupil to more original thought, and gives him greater confidence and freedom.

We trust that a reaction has already begun, and that we may soon see the day return when classic writers of Latin, Greek, German and French literature will occupy more of the pupil's time, while studying those languages, than he shall give to English or American writers on grammar; all the processes of learning will then be easier, and all the uses of the knowledge more speedily obtained.

THOMAS HILL, *President Harvard University.*

The subscribers, members of the committee, finding President Hill's paper to be full of useful and timely suggestions, recommend its publication.

THEODORE D. WOOLSEY, *President Yale College,*  
B. SEARS, *President Brown University.*

## 2. PRACTICAL TEACHING ILLUSTRATED.

No small amount of nonsense is uttered by exceedingly unpractical men upon the folly of learning things which the pupil does not expect to use. It is folly to learn algebra, because the pupil does not generally use it. It is folly to waste time upon fractions, because they are not much used in common farm business. It is nonsense to learn grammar, because the child who says 'I seen it' is just as well understood as the child who uses the correct form. There is little to be said to persons who argue thus. They are hard to convince, and when convinced, are good for nothing.

But there is a practical teaching which is too much neglected. Every teacher who has ever tried it knows that children are often tired of the book and quickened and refreshed by something taken from their common experience. I propose to illustrate my meaning by giving a specimen of what I call my practical arithmetic work.

I have as a part of my school-room apparatus a measuring-tape and a rule. I had a jointed yard-stick made of nine joints, each 4 inches between the pivots, but some urchin borrowed it, and forgot to return it. My pupils have measured the school-room, and have calculated its dimensions in a dozen ways. They know how many boards were required for the floor, how many bricks were needed for the walls, how many feet of glass for the windows. They have calculated how many bushels of grain it would store, how many gallons of water it will contain, how many minutes it will require the pupils to breathe the air once over. They have measured the blackboards and the platform, and made estimates of the height and breadth of almost every thing in the room. They have measured the wood-pile and the yard, and by shadows they have found the height of the building and of the church-spires in the vicinity. They have not gone over the text-book very rapidly, but they have mastered it as they have gone. They take hold of a question thus presented with relish, and the fact that they do not know the expected answer makes them more careful and more eager to do their work well.

A class of mine is now at work on Partial Payments. It was dull for them and for me while we were going through the book-work

They 'got the answer in the book' by the common process of firing at it till it was hit, rubbing out and trying again, until the figures were somehow obtained. But so soon as the rule was learned and its application fairly set forth, original examples were given. Notes properly drawn up, with payments endorsed in business form, were given, and the class went to work. For a month they have worked on notes of different forms and at different rates, neither the class nor myself knowing the correct answer until we worked it together. Not only has the class gained immensely in rapidity and accuracy, but they have become so interested that it is a matter of pride with them to do the work rapidly and neatly, and to point out to one another the ingenious expedients for shortening work which are so abundant in all the applications of Percentage.

I trust that this makes clear what I mean by practical arithmetic. It is drawing examples from daily life, applying principles directly to their use, and, above all, avoiding the demoralizing practice of working examples with answers given. It is a bad practice for pupils; it is worse for the teacher. Is there not professional pride enough among teachers to rebuke those publishers who offer 'Keys' for 'Teachers only?' It makes a little more labor for the teacher, to devise and work original examples, but does not his own mind often need the stimulus of intellectual work?

Y. S. D. in *Illinois Teacher*.

### 3. PRACTICAL MEN.

There is nothing so conclusive in life, as the teachings of experience. No arguments are so powerful to expose a false system as this test. Men who mistake the courage which rises to cope with great physical obstacles, and the brute force of indomitable will for power and training, will be convinced of their errors only by the teachings of experience. As a people, we have a high conceit of our own powers. We have accomplished many wonders, and believe ourselves capable of achieving anything. A writer in a recent public journal, discussing the peculiarities of the American character, speaks thus:

"The ear of the public has been so stuffed with compliments to American enterprise, American self-reliance, and American practical talent, that the public has not yet discovered how incomplete and fragmentary is the practical side of our character. We are swift in all things, but thorough in very few. We are practical, it is true, up to the demands of our most pressing necessities, but beyond that point chaos begins."\*

Few words are more thoroughly abused than the word *practical*. In its proper sense, of one skilled in the use or practice of an art or profession, we all accept it as of excellent meaning. But too often it is employed as an apology or cloak for ignorance or arrogant pretension—or is used as a weapon of offence against those whose knowledge it is designed to undervalue by the assertion that it is "theoretical," and not practical. It needs but little experience in the affairs of life to demonstrate the fact, that of all men, the so-called practical man—meaning one who has acquired an art without training or culture—is the greatest theorist, while the truly practical man combines the experience derived from the practice of an art with a competent knowledge of the principles on which it rests. There is a certain indistinctness of ideas and mental confusion on the part of many intelligent persons on this subject, which has its origin in a want of a clear notion of the fundamental difference between *art* and *science*. If we examine the records of invention, we find that art has generally preceded science; that we are indebted to the middle ages for the invention of printing, of paper, glass, gunpowder, the mariner's compass, algebra, and many other things of a like kind. Architecture at the same early period reached a point of beauty which it has never passed; so that a reactionist, reasoning against the claims of modern times to superior science and skill in the arts, might make a plausible argument in favour of the mediæval period. The proper answer to such an argument begins "by distinguishing between art and science in the sense of general, inductive systematic truth. Art is practical, science is speculative: the former is seen in doing; the latter rests in the contemplation of what is known. The art of the builder appears in his edifice, though he may never have meditated on the abstract propositions on which its stability and strength depend. The science of the mathematical mechanic consists in his seeing that under certain conditions bodies must sustain each other's pressure, though he may never have applied his knowledge in a single case." \* \* \* "Art is the parent, not the progeny of science; the realization of principles in practice forms part of the prelude, as well as of the sequel of theoretical discovery. Thus the inventions of the Middle Ages before alluded to, though at the present day they may be portions of our sciences, are no evidences that the sciences then existed, but only that those powers of practical observation and practical skill were at work which prepare the

way for theoretical views and scientific discoveries."\* If the practice of an art implied as a prior necessity to its skillful use a knowledge of the principles of science involved in it, what mechanician so learned as the juggler who balances on a pole, or the monkey who swings by his tail?

The same distinction obtains between *invention* and *discovery*, which is made between art and science. Many an invention of the greatest importance adds nothing whatever to the sum of human knowledge—does nothing to enlarge the boundary of scientific truth, and yet it may change the whole face of society. The discovery of voltaic electricity and of electro-magnetism preceded by many years the invention of the electro-magnetic telegraph, which involved no single fact or principle new to science, nor one which science had not long before presented to the free use of the inventor. He who devotes himself to enlarging the bounds of human knowledge must rest content too often with the fame which history is sure to award him, while the inventor applies the principles which the investigator has discovered, to enrich the domain of art or benefit mankind. It is the happy lot of modern science, however, often to combine in one these two functions, and the records of science give us illustrious instances of the union of science and art—of discovery and invention in one—of which the safety lamp of Davy and the discoveries of Daguerre and Talbot in sun-painting are in point.—*Address of Prof. B. Silliman, in California Teacher*.

### 4. HOW TO INTEREST PRIMARY CLASSES.

1. By cherishing an ardent love for your work and maintaining constantly a deep and lively interest in it. If your heart is not in your instruction, you can not expect your pupils to be. The stream does not rise higher than the fountain, nor will the interest of your pupils in their studies exceed your own.

2. By making such daily preparation as will enable you to come before your classes not only full of the lesson, but with your knowledge of it fresh and ready. Your instruction must come directly from your own brain, hot and ready. It will not do to set "cold victuals" before your little ones. Avoid a slavish use of the text book. Stand before your classes with a free hand and a free eye.

3. By adapting your instruction and requirements to the capacity and wants of your pupils. This will involve a knowledge of the principles which underlie primary instruction, and of the methods which best embody these principles.

4. By so arranging and directing the work of your pupils that each may be kept busy without weariness. This will require a frequent change of activity and employment. The little child's power of attention is very limited. His mental powers as well as his muscles soon tire. He must therefore, change from one kind of exercise to another, and *this change is rest*. The teacher must meet this necessity of the child's nature in her daily programme. Study and slate-exercises, brain-work and hand-work, thinking and doing, must alternate in quick succession. Keep the child's fingers interested and busy during each alternate twenty minutes of school hours. Thousands of primary schools are dull and stupid simply because the children have too little to do.—*Ohio Educational Monthly*.

### 5. SABBATH SCHOOL ASSOCIATION OF CANADA.

The Fourth Provincial Sabbath School Convention will (D. V.) be held in the City of Toronto, on Tuesday, Wednesday and Thursday, 8th, 9th and 10th days of October, 1867.

A premium of \$50 is offered by the Executive Committee for the best Essay on:—"Sabbath School Conventions—their importance and objects, and the best mode of conducting them." Also another premium of \$25 for next most deserving. The Essay to be of the size of an ordinary 16-page tract.

The following subjects are chosen for consideration and discussion during the session of the Convention:—

1. The best mode of training Sunday School Teachers.
2. Previous study and preparation of Teachers.
3. Importance of prompt visitation of absent Scholars by the Teachers.
4. The duty of Parents and Guardians in relation to Sabbath Schools.
5. The best mode of conducting Sabbath Schools, with a view to order and discipline.
6. Sabbath School entertainments—their proper character and limits.
7. The best methods to be adopted to interest children in Missions.
8. Examinations and addresses—their character and importance.
9. Advisableness, or otherwise, of public recitations by Sabbath School scholars.

It is particularly requested that delegates and visitors purposing to attend will give these subjects due consideration, so as to be prepared to speak upon them at the Convention.

\* *Atlantic Monthly*, April, 1867.

\* *Whewell—History of the Inductive Sciences*. Vol. I., p. 333.



III. Reports on Meteorology.

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

OBSERVERS.—Barrie—Rev. W. F. Checkley, B.A.; Belleville—A. Barton, Esq.; Cornwall—W. Taylor Briggs, Esq., B.A.; Goderich—John Haidan, Jr., Esq.; Hamilton—A. Macallum, Esq., M.A.; Pembroke—Alfred McClatchie, Esq., B.A.; Peterborough—Ivan O'Beirne, Esq.; Simcoe—Rev. J. G. Mulholland, M.A.; Stratford—C. J. Macgregor, Esq., M.A.; Windsor—A. McSween, Esq., M.A.

Table with columns: STATION, North Longitude, West Longitude, ELEVATION, Barometer at temperature of 32° Fahrenheit, HIGHEST, LOWEST, RANGE, MONTHLY MEANS, DAILY RANGE, HIGH EST., LOWEST, MONTHLY RANGE, WARM EST DAY, COLD EST DAY, Tension of Vapour, MONTHLY MEANS.

Table with columns: STATION, Humidity of Air, WINDS, SURFACE CURRENTS, MOTION OF CLOUDS, RAIN, SNOW, AURORAS, WHEN OBSERVED.

Barrie.—On 6th, squall from NW at 7 p.m. 8th, lightning at evening towards N. very frequent and bright. 11th, lightning with thunder and rain. 14th, at 1.15 p.m., wind SE; changed suddenly to NW; violent squall with thunder and lightning and heavy rain; very heavy rain from 4.30 to 6 p.m., with thunder storm—weather closely resembling tropical rainy season. 26th, heavy fall of rain, 6 to 6.30 p.m., lightning to the south, and thunder. Fogs on 20th, 21st. Rain on 13th, 14th, 15th, 20th, 26th, 27th. 30th, lightning; aurora IV faint, 9 p.m. BELLEVILLE.—Storms of wind on 3rd, 6th, 8th, 15th, 16th, 19th, 25th, 26th. Rain on 2nd, 12th, 16th, 18th, 20th, 26th, very dry and warm.

15th. Lightning, thunder and rain on 15th, 19th, 27th. Strawberries on 22nd. Storms of wind 4th, 18th, 28th. Fogs on 15th, 21st dense. Rain on 2nd, 3rd, 6th, 7th, 12th, 14th, 15th, 18th, 19th very heavy storm with rain, 22nd, 27th. Vegetation at first very late, but showers abundant and vegetation afterward very rapid; crops good; grass unusually heavy. Health generally good except among children.

PETERBOROUGH.—On 6th, a rocket-like meteor observed crossing southern part of zenith from SE to W, leaving a trail which lasted about five seconds. Lightning on 6th in W horizon from 9.27 p.m. till 11.15 p.m. 12th, lightning. 25th, lightning in SSW horizon from 9.47 p.m. till 10.50 p.m. 27th, lightning. Lightning (forked) with thunder at 7.12 p.m., on 14th. Lightning and thunder on 18th. On 22nd and 24th, faint auroral light with a few slender streamers—the streamers each night disappearing in about 15 minutes. Rain on 2nd, 3rd, 12th, 14th, 15th, 18th, 20th, 26th.

STAFFORD.—Abstract of entries in regard to the storms of June 2nd: 1st storm—at 2.40 p.m. thunder, sky 0 with cu piled in masses and nim in N and S; at 3.15 p.m. rain; wind N, velocity 7; thunder loud and lightning vivid; from 3.20 p.m. to 3.42 p.m. hail very heavy and stones large; at 3.45 p.m. lightning vivid; wind SE, velocity 4; at 4 p.m. lightning and thunder ceased, wind S 2; at 4.40 p.m. rain ceased, depth .8911 in.; thunder in NW, wind SW velocity 3; 2nd storm—at 5.25 p.m. distant thunder in NW, sky clear; nimbi strati and cumuli form, wind NE, 3; at 6 p.m. thunder in continuous peals; this storm passed off to the eastward with a good deal of thunder and lightning; rain from 6.40 to 7.20 p.m. 6th, lightning in NH at 8.30 p.m. 7th, a very severe storm of thunder, lightning, hail, rain and wind from 2.40 to 4.40 p.m.; very brilliant and perfect primary and secondary rainbows at 7.25 p.m. 12th, lightning, thunder and rain. 13th, lightning at 8.30 p.m.; imperfect lunar halo at 9 p.m. 14th, thunder and lightning at 1.30, 5.30 and 9 p.m. with rain. 17th, thunder, lightning and rain from 7 to 10.30 p.m. Thunder and lightning 25th and 27th. Fogs, 1st, 13th, 26th. Lightning 30th. Rain on 2nd, 3rd, 7th, 11th, 12th, 17th, 26th, 27th.

WINDSOR.—On 6th, heavy hail storm, lasting an hour and a half and covering the ground with hail stones, some of which measured two inches in circumference; wind exceedingly variable during the storm, shifting from S to N, and from N to NE, to SE, to S and to SW; barometer fell slightly during the progress of the storm. Rainbows on 6th and 12th, though on the latter of these days no rain fell here. Lightning and thunder with rain 17th. Lightning with thunder on 12th, 13th, 26th. Rain on 1st, 2nd, 6th, 11th, 17th, 24th. Barometer remarkably steady during the month, and no large ranges. Thermometer shows an unusually high temperature during the month.

Note of the observers report frost during this June.

St. JOHN, NEW BRUNSWICK.—We extract the following form a report sent by an observer at this point:—For the month of June the corrected mean readings of *Barometer* were at 8 a.m. 30.036, at 2 p.m. 30.016, at 10 p.m. 30.013, means 30.022. Highest, 30.242 on 11th, lowest, 29.564 on 4th and 30th; range .678. *Temperature*: mean at 6 a.m. 50°.97, 10 a.m. 58°.61, 2 p.m. 62°.17, 6 p.m. 59°.37, 10 p.m. 55°.33. Highest, 72° on 17th, and 27th, lowest 43° on 10th; range 29°. Greatest daily range 12°, on 9th and 27th. Least daily range 1°. Warmest day 17th, mean 62°.3; coldest 10th, mean 50°. *Tension of vapour*, mean at 8 a.m. .344, 2 p.m. .383, 10 p.m. .356; mean .356. *Humidity*, mean at 8 a.m. 85, 2 p.m. 78, 10 p.m. 88; mean 79. *Wind*, E to SW 26 days, and N to NE 4 days. *Rain*, 5 days and 7 nights, total fall 3.445.

## 2. COMETS AND SHOOTING STARS.

A curious theory on the "Probable connection of Comets with Shooting Stars" is explained by Mr. W. T. Lynn in the *Intellectual Observer*. It seems that the November shower of meteors moves round the sun in an orbit almost identical with that of a comet observed in 1866, that the August meteors follow the track of a comet seen in 1862, and the April meteors that of another observed in New York in 1861. Can it be that the comets partially shed their tails on their road, leaving their orbits more or less completely traced out in a ring of fiery dust? That, at any rate, is the first notion which these facts, if thoroughly established, would suggest.—*London Guardian*.

## IV. Papers on Scientific subjects.

### 1. THE CANDLE FISH.

Mr. John Lord, an Englishman, who went to British Columbia as scientific member of the commission appointed to mark the boundary line between British and United States territory, has published in London an account of his travels, in a volume entitled "The Naturalist in Vancouver Island and British Columbia." Among his stories is the following account of an extraordinary fish:—

"I have never seen any fish half as fat and as good for Arctic winter food as the little candle fish. It is next to impossible to broil or fry them, for they melt completely into oil. Some idea of their marvellous fatness may be gleaned from the fact that the natives use them as lamps for lighting their lodges. The fish, when dried, has a piece of rush-pith, or strip from the inner bark of the

cypress tree (*Thuja gigantea*), drawn through it, a long round needle made of hard wood being used for the purpose; it is then lighted and burns steadily until consumed. I have read comfortably by its light; the candlestick—literally a stick for the candle—consists of a bit of wood split at one end, with the fish inserted in the cleft. These ready-made sea-candles—little dips wanting only a wick that can be added in a minute—are easily transformed by heat and pressure into liquid. When the Indian drinks instead of burning them, he gets a fuel in the shape of oil, that keeps up the combustion within him, and which is burned and consumed in the lungs, just as it was by the wick, but only gives heat. It is by no mere chance that myriads of small fish, in obedience to a wondrous instinct, annually visit the northern seas, containing within themselves all the elements necessary for supplying light, heat, and life to the poor savage, who, but for this, must perish in the bitter cold of the long dreary winter.

"As soon as the Indians have stored away the full supply of food for the winter, all the fish subsequently taken are converted into oil. If we stroll down to the lodgings near the beach, we shall see for ourselves how they manage it. The fish reserved for oil making have been piled in heaps until partially decomposed; five or six fires are blazing away, and in each fire are a number of large round pebbles to be made very hot. By each fire are four large square boxes, made of the trunk of the pine tree. A squaw carefully piles in each box a layer of fish about three deep, and covers them with cold water. She then puts five or six of the hot stone upon the layers of fish, and when the steam has cleared away, carefully lays small pieces of wood over the stones; then more fish, more water, more stones, more layers of wood, and so on until the box is filled. The oil-maker now takes all the liquid from this box, and uses it over again instead of water in filling another box, and skims the oil off as it floats on the surface. A vast quantity of oil is thus obtained; often as much as seven hundred weight will be made by one small tribe.

"The refuse of the fish are not yet done with, more oil being extractable from them. Built against the pine tree is a small stage made of poles, very like a monster gridiron. The refuse of the boxes, having been sewn up in porous mats, is placed on the stage, to be rolled and pressed by the arms and chests of Indian women; and the oil thus squeezed out is collected in a box placed underneath. Not only has nature, ever bountiful, sent an abundance of oil to the redskin, but she actually provides ready-made bottles to store it away in. The great seawrack, that grows to an immense size in those northern seas, and forms submarine forests, has a hollow stalk, expanded into a complete flask at the root end. Cut into lengths of about three feet, these hollow stalks, with the bulb at the end, are collected and kept wet until required for use. As the oil is obtained it is stored away in these natural quart bottles, or rather larger bottles, for some of them hold three pints."

### 2. AMBER.

This word is derived from the Arabic. The well-known substance so called is a fossilized resin of certain unknown coniferous trees, of the fir or pine genus. Great virtues were attributed to it by the ancients. Pliny tells us that Sophocles held amber to be the petrified tears which the birds of Meleager dropped to the memory of that great hero of mythology. Amber has been among the moderns a subject of great discussion. The mystery in which it was involved was increased by the circumstance that Hebrew and Arabic characters were often found engraved upon it, in a perfectly legible state. Dr. Thomas, of Koenigsberg, has given us the explanation of this singular fact by stating that the pieces of amber so engraved were neither more nor less than seals. Many of them are preserved in the Museum of Portici, but chiefly brought thither from Herculaneum. It is certainly astonishing that, having invented seals, the Romans should not have followed up the idea, and invented some sort of painting process for their writing. Never was there a broader hint given to man, and yet it took a thousand years to bridge over the gulf which lies between two seals and moveable types. The largest known deposit of amber lies on the Prussian coast of the Baltic; it is found in a bed of lignite, which is supposed to extend far under the sea. Another deposit of amber lies almost horizontally on the outskirts of Dirschheim, at a depth of only four feet from the surface. Pieces of amber are often found lying on the coast after a storm: thus, on the first of January, 1848, upwards of 400 kilos of this substance were thrown out of the sea within a very small space. Amber has been known from the highest antiquity, and important medical properties were attributed to it; even now it maintains its place in our pharmacopœias, together with the oil distilled from it, as a stimulant, an astringent, and an anti-spasmodic. Amber necklaces have been found in Celtic tombs both in England and Brittany. Regnard tells us that in his time the Margrave of Brandenburg presented the Emperor of Russia with an

arm-chair entirely of amber, and the Dauphin with a mirror of the same material.

## V. Biographical Sketches.

### No. 20.—LORD JUSTICE TURNER.

It is not long since the resignation of Lord Justice Sir James Knight Bruce, the senior of the two eminent judges who long held the position of Lord Justices of the Court of Appeal in the English Court of Chancery. We have now to record the sudden death, on the 9th July, of the Hon. Sir George James Turner, the able associate of Sir J. K. Bruce. Lord Justice Turner was the son of the late Rev. Richard Turner, of Great Yarmouth, and was born February 5, 1798. His father's family was large. Among them one, Mr. R. J. Turner, is the accountant and referee of titles of our Court of Chancery. The deceased judge was educated at the Charterhouse school and Pembroke college, Cambridge, graduating ninth wrangler in 1819. He was called to the bar in 1821, and made Q.C. in 1840. He entered parliament as a member for Coventry in 1847, and was appointed Vice Chancellor by Lord John Russell, though opposing him in politics, in 1851. He was elevated to the higher office of Lord Justice, on Lord Cranworth becoming Chancellor in 1853, and has held this important post ever since. He was a Privy Council and a Fellow of the Royal Society. The name of Lord Justice Turner is well known throughout the British dominions, and wherever English laws are quoted, as that of an impartial, able judge, and a good man. None of the many able men who have lately adorned the English bench were more unvarying in assiduous attention to duty. His demeanor was kind and courteous to the profession. His judgments were full and satisfactory and seldom over-ruled. It is stated that Sir John Rolt will probably succeed to the vacancy occasioned by Sir George's death, Lord Hugh Cairns being the other Lord Justice.—*Leader.*

### No. 21.—JUDGE HARRISON.

Hon. S. B. Harrison, Judge of the County Court of York, Chairman of the Quarter Sessions, and Judge of the Surrogate Court, died 23rd July. Mr. Harrison was a member of the Executive Council from the 10th March, 1841, to the 30th September, 1843, during which period there were no less than ten different phases of Administration, six of which were mixed or Coalition, and the remaining four Reform. Out of 84 members, there had been returned only 24 avowed supporters of the Government; and yet Lord Sydenham made such a combination as prevented the opposition from being formidable to the Government, so skilful a use did he make of the unpromising materials with which he had to work. Besides the 24 Government members, there were 20 French members, most of them ill-reconciled to the new condition of things; 20 moderate Reformers and five others of that school: the Compact party had been reduced to seven, five were doubtful before being tried; there was one special return and one double return. Out of these materials Lord Sydenham formed a powerful Government, by combining the strength of different parties; and he did this, at first, without the aid of the French Canadians, whom he left out altogether, on account of their hostility to the Union Act. Of this Government, Mr. Harrison was a member. No French Canadian was admitted till July, 1842, when M. Lafontaine became a member of the Cabinet. It was one of the errors of Lord Sydenham's Administration, that he left the French Canadians out of the account at first; an error which cost him the resignation of Mr. Baldwin, on the 13th June, 1841.

During all the time he was a member of the Executive, Mr. Harrison was Provincial Secretary, and from the 21st December, 1841, to the 3rd October, 1844, he was a member of the Board of Works. He represented Kingston, in the first Parliament of United Canada, from the 1st July, 1841, to the 23rd September, 1844. In the second Parliament, he was member for Kent, from the 12th November, 1844, to the 3rd January, 1845.

Mr. Harrison's title to renown will rest upon the assistance he gave to Lord Sydenham against those who wished to embarrass the carrying out of the Union Act. Lord Sydenham, as his biographer remarks, was saved by his own firmness and courage, "and by the honest, straightforward generosity with which the moderate Reformers came to his support." In a crisis of this kind, firmness and courage, aided by the right feeling of the community, always win.

Mr. Harrison has long occupied the position of County and Surrogate Judge. He was a man of high integrity, and was universally respected.

The funeral took place on the morning of the 25th, and was one of the largest that has occurred in Toronto, for several years past.

Nearly all the judges of the Superior Courts who were in the city attended, together with a large number of the members of the bar, the Council of Public Instruction, and leading citizens. The cortege moved from the residence of the judge about ten o'clock, and passed along Queen Street to Parliament Street, and thence to St. James' Cemetery, where the remains were deposited.

Prior to the hour at which the funeral was to take place, a meeting of the bar of the County of York and City of Toronto was held at Osgoode Hall, Mr. T. C. Galt, Q.C., in the chair, at which the following resolutions were carried unanimously:—

Mr. D. B. Read, Q.C., moved, seconded by Mr. M. R. Van-koughnet, and

*Resolved*—That the bar of the County of York and City of Toronto desire to express their extreme sorrow at the recent death of the very esteemed judge of the County Court, the late S. B. Harrison, and to record their sense of the great loss the bar have sustained in the loss of one who was at once so impartial a judge and upright a man.

Mr. A. Crooks, Q.C., moved, seconded by Mr. S. B. Harman, and

*Resolved*—That the members of the bar of the county and city also desire to express their heartfelt sympathy with Mrs. Harrison, in the great loss she has sustained in her heavy bereavement.

Mr. James Patterson moved, seconded by Mr. T. A. Ince, and

*Resolved*—That the above resolutions be engrossed on parchment and forwarded by the chairman to Mrs. Harrison, with a letter of condolence.

The Council of Public Instruction met at 9 o'clock on the morning of the funeral, and adopted the following Minute:—

*Ordered*:—

That this Council learn with the deepest regret the decease of the Honourable Samuel Bealy Harrison, Q.C., Judge of the County and Surrogate Courts of the County of York; who, as member of Lord Sydenham's administration, and Secretary of the Province, introduced, and carried through the Legislature, in 1841, the first general School Bill for United Canada; who was a member of this Council since its first organization, in 1846, and its Chairman during the last nineteen years; and who, by his intelligence and enlarged views, and by his interest in public education, conferred great benefit upon the country at large, and contributed largely to the efficiency of the proceedings of this Council while, by his courtesy and kindness, he added much to the pleasure of its deliberations.

That the members of this Council sincerely condole with Mrs. Harrison and her family, under their sore bereavement, and resolve to attend, as a body, the funeral of their late lamented chairman.

That a copy of the foregoing minute be communicated to Mrs. Harrison.—*Leader.*

### No. 22.—REV. DR. McMORINE.

Dr. John McMorine was born in Sanquhar, Dumfriesshire, Scotland, in the year 1799. He received his early training in the grammar school of his native town, and his education for the ministry in the University of Edinburgh, at a time when Edinburgh had many attractions for divinity students, but the chief of which centered in the grand-souled Chalmers, whose elevating and stimulating instructions he was wont to speak of in terms of the highest enthusiasm. In 1837, he came to Canada, and after assisting Mr. Clugston, then minister of St. John's, Quebec, he took a missionary tour through Western Canada, but settled down in 1839, as minister of Melbourne. He was translated to Ramsay, in 1846, where he continued to labour for upwards of twenty years, with great acceptance and usefulness.

The University of Queen's College, in which he took a warm interest, and of which he was long a trustee, shewed its appreciation of his high attainments and great personal worth by bestowing upon him, in 1865, the honorary degree of D.D. His scholarship was far above that of many of his brethren in the Ministry. If circumstances had been favourable to the indulgence of his natural tastes and capacities, he would have early attained eminence in the study of physical science. He died on 22nd May, in the 68th year of his age, and the 31st of his ministry in Canada. He was for many years a local superintendent of schools.—*Presbyterian.*

## VI. Historical Papers.

### 1: THE CONQUEROR AS A BENEFACTOR.

Rev. S. Predeaux Tregelles, an English scholar, has been making an extensive tour of exploration in Brittany and Normandy, among the descendants of the ancient British emigrants who went to France in the sixth and seventh centuries. In his travels he

came to Falaise, noted as the birth-place of William the Conqueror. His description and remarks are curious:—

“Between the castle and the town, William’s equestrian statue has been erected, and on the other side of the castle I was shown the tanpits of his mother’s father; this was accompanied by the remark that I might see that the business was still carried on ‘though not in the same family.’ \* \* \* \* \* Since the Saxon invasion, no individual has so influenced the whole course of English history as William; probably at the same time he was the greatest benefactor of England. This will sound strange to some; but let it be remembered that the whole frame-work of Saxon society had become utterly corrupt and degenerate for a century. The nobles and rich men were sunk in debauchery and sloth; cruelty and oppression were rife; and however much Saxons may have suffered under Norman rule, it was but a part of what they had been accustomed to impose on their own subordinates whom they held in bondage.

“The benefits conferred by William on the social condition of the English were immense. He laid the foundation of personal freedom in his enactment: ‘If any slave remains without being claimed for a year and a day in our cities, or burghs, or castles, from that day he becometh free, and let him be free for ever after from the yoke of servitude.’ What Saxon king, or what contemporary of William dreamed of doing so much for removal of slavery? So, too, did he absolutely prohibit the exportation of slaves. ‘Let him beware, (he says to the slave-dealer) that he destroys not a soul whom God has redeemed with his blood. Thus the Norman conquest led to the formation of a large free population, strongly attached to the Norman institutions by which they had so much profited; while the Saxons, who could no longer hold their bondmen, but saw them endowed with every privilege of liberty and made their equals, regarded all such measures of right and equity as injustice to themselves. Such were some of the benefits resulting from the day of Hastings. England may feel no shame or regret at the Norman character impressed on so many of her institutions.”

2. TABLE OF THE KINGS AND QUEENS OF ENGLAND.

The House of	KINGS AND QUEENS.	Born A.D.	Reigns Began.	Reigns Ended.	Age.
NORMANDY.....	William I.....	1027	Cor. Dec. 25, 1066...	Dec. Sept. 9, 1087...	60
	William Rufus....	1069	“ Sept. 26, 1087...	“ Aug. 2, 1100....	40
	Henry I.....	1068	“ Aug. 5, 1100....	“ Dec. 1, 1135....	67
BLOIS.....	Stephen.....	1098	“ Dec. 26, 1135....	“ Oct. 25, 1154....	58
	Henry II.....	1133	“ Dec. 19, 1154....	“ July 6, 1189....	56
PLANTAGENET.....	Richard I.....	1157	“ Sept. 3, 1189....	“ April 8, 1199....	42
	John.....	1168	“ May 27, 1199....	“ Oct. 19, 1216....	50
	Henry III.....	1207	“ Oct. 28, 1216....	“ Nov. 16, 1272....	65
“.....	Edward I.....	1239	Suc. Nov. 20, 1272....	“ July 7, 1307....	67
	Edward II.....	1284	“ July 8, 1307....	Dep. Jan. 7, 1327....	43
	Edward III.....	1312	“ Jan. 25, 1327....	Dec. June 21, 1377....	65
“.....	Richard II.....	1366	“ June 22, 1377....	Dep. Sept. 30, 1399....	33
	Henry IV.....	1366	“ Sept. 30, 1399....	Dec. Mar. 20, 1413....	47
	Henry V.....	1388	“ Mar. 21, 1413....	“ Aug. 31, 1422....	34
LANCASTER.....	Henry VI.....	1421	“ Sept. 1, 1422....	Dep. Mar. 3, 1461....	40
	Edward IV.....	1441	“ Mar. 4, 1461....	Dep. April 9, 1483....	52
	Edward V.....	1470	“ April 9, 1483....	Dep. June 26, 1483....	13
YORK.....	Richard III.....	1450	“ June 26, 1483....	Dec. Aug. 22, 1485....	33
	Henry VII.....	1456	“ Aug. 22, 1485....	“ April 21, 1509....	53
	Henry VIII.....	1491	“ April 22, 1509....	“ Jan. 28, 1547....	56
TUDOR.....	Edward VI.....	1537	“ Jan. 28, 1547....	“ July 6, 1553....	16
	Queen Mary.....	1516	“ July 6, 1553....	Dec. Nov. 17, 1558....	42
	Queen Elizabeth.....	1533	“ Nov. 17, 1558....	“ Mar. 24, 1603....	69
STUART.....	James I.....	1566	“ Mar. 24, 1603....	“ Mar. 27, 1625....	58
	Charles I.....	1600	“ Mar. 27, 1625....	“ Jan. 30, 1649....	48
Interregnum.....	Commonwealth.....		“ Jan. 30, 1649....	End. May 29, 1660....	54
STUART.....	Charles II.....	1630	“ Jan. 30, 1649....	Dec. Feb. 6, 1685....	54
	James II.....	1633	“ Feb. 6, 1685....	Abd. Dec. 11, 1688....	57
	William and Mary.....	1650	“ Feb. 13, 1689....	Dec. Mar. 8, 1702....	52
“.....	Queen Anne.....	1665	“ Mar. 8, 1702....	“ Dec. 28, 1694....	32
	George I.....	1690	“ Aug. 1, 1714....	“ Aug. 1, 1714....	40
	George II.....	1683	“ June 11, 1727....	“ June 11, 1727....	67
“.....	George III.....	1738	“ Oct. 25, 1760....	“ Oct. 25, 1760....	77
	George IV.....	1762	“ Jan. 29, 1820....	“ Jan. 29, 1820....	82
	William IV.....	1765	“ June 26, 1830....	“ June 26, 1830....	68
“.....	Queen Victoria.....	1819	“ June 20, 1837, WHOM GOD PRESERVE.	“ June 20, 1837, WHOM GOD PRESERVE.	72

\*The authorities do not agree as to all the dates of birth. Educational Calendar, 1867.

VII. Miscellaneous Readings.\*

1. THE SLEEPING CHILD.

BY LEIGH HUNT.

A brook went dancing on its way,  
From bank to valley leaping,

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

And by its sunny margin lay  
A lovely infant sleeping.  
The murmur of the purling stream,  
Broke not the spell which bound him,  
Like music breathing in his dream  
A lullaby around him.

It is a lovely sight to view  
Within this world of sorrow,  
One spot which still retains the hue  
That earth from Heaven may borrow;  
And such was this, a scene so fair,  
Arrayed in summer brightness,  
And one fair being resting there—  
One soul of radiant whiteness.

What happy dreams, fair child are given,  
To cast their sunshine o’er thee?  
What cord unites that soul to heaven;  
Where visions glide before thee?  
For wandering smiles of cloudless mirth  
O’er thy glad features beaming,  
Say, not a thought—a form of earth,  
Alloys thine hour of dreaming!

Mayhap, afar on unseen wings,  
Thy silent spirit soaring,  
Now hears the burst from golden springs,  
Where angels are adoring;  
And with the pure angelic throng,  
Around their maker praising,  
The joyous hearts may join the song  
Ten thousand tongues are raising!

2. JUDGE NOT.

BY ADELAIDE ANNE PROCTER.

Judge not; the workings of his brain  
And of his heart thou canst not see;  
What looks to thy dim eyes a stain,  
In God’s pure light may only be  
A scar, brought from some well-won field,  
Where thou would’st only faint and yield.

The look, the air, that frets thy sight,  
May be a token, that below  
The soul has closed in deadly fight  
With some infernal fiery foe,  
Whose glance would scorch thy smiling grace,  
And cast thee shuddering on thy face!

The fall thou darest to despise—  
May be the slackened angel’s hand  
Has suffered it that he may rise  
And take a firmer, surer stand;  
Or, trusting less to earthly things,  
May henceforth learn to use his wings.

And judge none lost, but wait, and see,  
With hopeful pity, not disdain;  
The depth of the abyss may be  
The measure of the heights of pain  
And love and glory that may raise,  
This soul to God in after days!

3. THE QUEEN AND PRINCE.

The following is an extract from the Queen’s book:—

“It has been already stated that the Queen up to the period of her marriage had indulged strong feelings of political partizanship. Among the happy consequences of the marriage may be included the gradual extinction of any such feeling. The Prince had already shown, in the discussions and correspondence respecting the formation of his household, his own determination to stand clear from all political parties. Lord Melbourne now, most honorably to himself, supported the Prince in pressing the same course upon the Queen. He told the Prince that he thought the time was come when Her Majesty should have a general ‘amnesty for the tories;’ and on being spoken to by the Queen, to whom the

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

Prince had reported what he had said, repeated that such was his opinion.

"On another occasion the Queen records that Lord Melbourne, speaking of the Prince, said, looking at him with tears in his eyes, 'There is an amazing feeling for him—everyone likes him;' and then adds: 'Then speaking of the Tories, against whom the Queen was very irate, Lord Melbourne said, "You should now hold out the olive branch a little.'"

#### 4. AMUSEMENTS.

Not many days ago, we heard a gentleman speaking on the vexed question of amusements, discussing what are innocent and what are not. In his younger days he had been very fond of gaiety, and of what are usually considered frivolous amusements. A staid friend was once remonstrating with him upon his course, when he made the usual excuse—"Young people *must* have some relaxation and amusement. What would you have me do?" The old gentleman replied, "Play with children. Unbent and frolic with them as much as you please. It is not only a perfectly *harmless* amusement, but it will do you good in other ways besides the rest it will afford, and will be a source of pleasure to the little ones." The young man thought lightly of the advice at the time, but since he has come into possession of a home of his own, and three little prattlers gather about him there, he has come fully over to the opinion of his old friend.

We think that any one who is so fortunate as to be in a household where one or two of those little compounds of the angelic and the depraved natures are found will testify that nothing will so soon drive away the clouds that have settled upon the brow and in the heart as a genuine romping frolic with those same little beings. No matter whether the gloom comes from the perplexities of business or from the annoyances incident to the school-room, the remedy is a sovereign one. We advise all persons on the lookout for a boarding-place, especially all *teachers*, to take up their abode, if possible, where there is one of those sunbeams, those 'well springs of joy', a little child, in the house.—*Illinois Teacher*.

### VIII. Educational Intelligence.

#### ONTARIO.

—ALBERT UNIVERSITY CONVOCAION.—The Senate of this University held its first convocation in the College Chapel on Wednesday the 3rd May. At three p.m. the Senate in appropriate regalia entered the well-filled hall; the Rev. Dr. Smith, President of the Senate, occupying the chair, having the Rev. Dr. Richardson, his colleague, on his right, and the Rev. President Carman on his left. The seats surrounding them on the dais were filled with Senators. On looking over the assembly one at once saw that it was largely made up of leading ministers of the M. E. Church, and friends of the College from abroad, though there was a fair representation of the official gentlemen from our own county. The Bachelors elect and the under-graduates wore rosettes of Prince Albert's colors.

After prayer by the Rev. Dr. Richardson, the President of the College, appointed by the Bishop Chancellor for the day, called upon I. B. Aylesworth for the first of the four Baccalaureate Theses. His subject was "the Bachelor in Arts," and was dealt with as though the speaker comprehended the dignity and responsibility of his position. Freeman Lane was then called, and delivered with spirit and effect his patriotic thesis on "the prospects of the Young Canadian." Thomas McIntyre next spoke on "Know thyself and thy Home," showing firmly the part played by Asia, Europe, and America in the improvement of the family of man. The closing thesis was an able exposition of the origin, methods, and utility of "Science," by Robert B. Carman. The orators of the day showed that heavy drafts had been made on their time by examinations, &c., as the effect of excellent productions was sometimes a little marred by defect in memorizing.

After the delivery of the thesis the candidates were admitted to degrees. The following gentlemen upon the call of the Registrar, Rev. Dr. Hapgood, were presented in convocation by Prof. Wright, the chancellor conferring the degrees B.A.—Aylesworth, I. B. Napanee; Carman, R. B., Iroquois; Lane, F. Augusta; McIntyre, Thomas Duart.

A prize in Zoology, donated by Prof. Nichol, was then presented by him to the successful candidate, J. H. Bell, of Cape Town, P. E. I.

After some brief and earnest remarks by the Chancellor, convocation rose at 5 p.m. leaving the audience to be dismissed in due form by the

"National Anthem and Benediction." We believe our youthful University has every reason to be satisfied with its first convocation.—*Bellefille Intelligencer*.

—ALBERT UNIVERSITY.—Michaelmas Term begins the second Thursday—12th—of September. At this time candidates for Matriculation or for admission into the University in any year may present themselves for examination as prescribed by Statute.

For the work of instruction in the College the whole domain of Mathematics, Physics, Metaphysics, Ethics, Civil Polity, Language, Literature History, &c., is divided into Eight Departments, which are named and presided over as follows: Department I.—Mathematics: Rev. A. Carman, M.A., President. Department II.—Ancient Languages, History and Literature:—Rev. Geo. G. Hapgood, D.D. Department III.—Metaphysics, Ethics, and Civil Polity: Rev. President Carman. Department IV.—Modern Languages, History and Literature:—Geo. S. Wright, Esq., M.A. Department V.—Chemistry, Mineralogy, Zoology, &c.: R. B. Carman, Esq., B.A. Department VI.—Physiology, Ethnology, &c.: Thos. Nichol, Esq., M.D. Department VII.—Botany, Geology, &c.: John Macoun, Esq. Department VIII.—Oriental Languages and Literature: Rev. J. Wild, M.A.

Besides these Professors in their several chairs, there are connected with the Board of Instruction the Preceptress and Teachers of the Ladies' College and the Rector of the Presbytery School.—During the past Term these were,—Mrs. A. Carman, Preceptress and Teacher of Primary Classes; St. Geo. Crozier, Esq., Professor of Music; —, Teacher of Painting, Drawing, &c.; Thos. O. Page, Esq., Rector of Preparatory School and Assistant in Mathematics and Natural Science. Whatever places may be vacated, the Executive Committee of the Board will properly fill.

The Ladies' College and Preparatory School will also open Sept. 12th, and be conducted as usual.—*Canada Christian Advocate*.

—VICTORIA COLLEGE.—It appears by the announcement of the medical faculty of Victoria College that the Lectures will commence on the 1st day of October next, and will continue for six months.

—BROOKVILLE SCHOOL EXAMINATIONS.—On Friday, the 28th ult., the Midsummer Examination of the Grammar School was conducted by the Principal and Assistant, in presence of a large and intelligent audience. The school room was very tastefully decorated. Mottoes in evergreens were put up in various parts of the room, creditable alike to the patriotism and right feeling of the pupils. Among them were "God Save the Queen," "Success to the New Dominion," and "All Honour to our Teachers." The cricket bats and wickets, and the foils and masks, also formed appropriate and tasteful decorations. With regard to the school itself, its marked improvement in every department fully realized the hopes expressed concerning it a year ago.

As much, doubtless, depends in all public schools on the vigilance and efficiency of the general discipline, on the care that is taken to prevent evils, to discover and correct them if they arise; this school, now properly constituted and vigorously controlled, has deservedly secured the confidence of the public, and may be regarded as a power amongst us. By the kindness of the Trustees, valuable prizes were furnished, which were awarded, as per accompanying list, at the public distribution which took place on Friday evening last. At the close of the examination, two pupils, on behalf of the school, presented Mr. Green, the Principal, and Mr. Hudson, his Assistant, each with a very handsome gold pen and pencil case, accompanied by an address, expressing the kind feelings and good will of the pupils, to which suitable replies were made reciprocatory of the same kind and affectionate feelings. On Thursday, the 3rd inst., the Victoria Common School Examinations began, and extended over two days. Throughout, the attendance of parents and others interested was good. The general efficiency of the school has been sustained throughout the year. Some valuable special prizes (see list) were awarded in the Principal's room to pupils whose diligence and talent promise well for lives of usefulness and mark. At the close of the examination, Miss Fitzsimmons, through Mr. Bigg, and on behalf of the whole school, presented D. Wylie, Esq., with a very handsome dressing case in token of their appreciation of the deep and active interest shown by him in the cause of education during the last seventeen years as a School Trustee.

#### DISTRIBUTION OF PRIZES.

At 7.30 p.m., Friday, at the Town Hall, we encountered a perfect jam



both of parents and children, all apparently eager to witness the distribution of prizes. H. S. McDonald, Esq., was called to the chair, and the proceedings commenced with a prayer from the Rev. Mr. McGregor, Local Superintendent. The Chairman then delivered the opening address, showing the advantages of education, and the high position occupied by the school, the qualifications of the Teachers, and the names of the pupils sent forth, who have already distinguished themselves at higher institutions, one of whom, Mr. Campbell, had never entered the Grammar School, but had studied privately under the Rev. Mr. Morrison. He also stated that the statistics showed an increase in the daily average attendance from 260 in 1860, to 513 in 1867. Mr. McKechnie followed, and delivered the prizes awarded to the fourth and fifth classes, warmly and effectively commending the little ones, as the respective recipients came forward to the platform to receive their prizes. He also called attention to the crowded state of the school, and stated that measures would shortly have to be taken to remedy this. He concluded by offering a prize of \$5 for Grammar, for 1868. Dr. Morden, on delivering the Special Prize for Reading, to Miss Anna Wade, consisting of Shakespeare's works handsomely bound in five volumes, calf, expressed his satisfaction at having to present them, and while congratulating Miss Wade on her success, mentioned the extreme difficulty experienced by the Judges in arriving at a decision. The chairman then presented the special prize for mathematics, value \$40, presented by Dr. Barnjum, consisting of ten vols. of the History of England, 8 vols. of the History of Greece, 9 vols. of Burke's works, and 2 vols. of Locke's works; stating that the questions which were given to the competitors for the prize were chiefly selected from University papers, consisting of Matriculation, Honor Mathematics, and 1st years pass Mathematics, and that he examined the University papers and checked them. The questions were in Arithmetic, Algebra, Trigonometry (solution of plane triangles), and the first six books of Euclid, Colenso's Algebra, part 2nd, and Todhunter's Algebra furnished the remainder of the questions, which were selected at the request of the Principal by a 3rd years University Student. The result of the competition was in favor of Master John Briggs, aged 12, who had answered sufficient to obtain over two-thirds of the full value of the paper; he was loudly cheered as he stood on the platform to receive his munificent prize, and was warmly congratulated by the Chairman. The Rev. Mr. McGregor, Local Supt., then delivered the Head Prize for General Proficiency, value \$30, presented by Henry Ogden, Esq., and awarded to Miss Harriet Fitzsimmons. The prize consisted of five volumes of Milton's Works, and eight volumes of Lodge's Portraits, handsomely bound in calf. The Superintendent paid Miss Fitzsimmons a deserved compliment, and mentioned that the Principal had had her under his care and instruction since she was a child of 9 or 10, and that in her examination before the County Board she had always stood well, carrying off their highest certificates, and for the longest periods. She was also loudly cheered on reaching the platform. Two special diplomas were also awarded to Master Briggs and Miss Fitzsimmons. Mr. Wylie then explained the reasons for the non-delivery of the special prize for Composition, consisting of eight handsome volumes of "The Intellectual Observer," value \$20, presented by himself, and stated that the Judges, Messrs. M'Gregor, Bigg, and Wylie, were unanimously of opinion that none of the essays handed in on the subject for Composition, viz: "The progress of the Age," were sufficiently meritorious to be deserving of the prize; under these circumstances it had been decided to try the affair over again at Christmas, and as many thought that the subject was too abstruse for young pupils, he would give them an easier theme, which would be announced at the re-opening of the school. He would also state that the judges, on comparing their lists, found that they had each placed the six competitors in the same relative order of rank, although no prior consultation had taken place between the judges, and that Miss Fanny Reynold's essay was considered the best of the six, and Thersa Row's the second, and consequently a better prize had been given to Miss Reynolds than she would otherwise have obtained, as an additional recompense for her labor. The delivery of the Grammar School prizes by Messrs. Green and Hudson, followed; they accompanied their presentations with suitable remarks. Dr. Hurlburt next delivered an interesting address, dwelling upon the necessity of moral instruction, and advocated the reading of the Bible in the schools. The audience then joined in singing God Save the Queen, and the proceedings terminated by the Rev. Mr. M'Gregor pronouncing a benediction.

We may also state that the whole of the Examinations for the prizes in the Head Class were in writing, and the subjects were English, Canadian, Ancient and Modern History, Astronomy, Grammar, Dictation, Chemistry, Geography, Algebra, Arithmetic, Mensuration, Writing, and Natural Philosophy—Recorder.

—TORONTO CITY SCHOOLS.—*Presentation of Certificates, Scholarships, and Prizes.*—The semi-annual or summer examinations of the public schools were held on Thursday, the 1st ult., in this city, prior to the usual vacation. The pupils, as is usual upon such occasions, were neatly dressed in holiday attire, and presented a very healthy and happy appearance. They were examined in the various branches taught in the schools by their teachers, several of the local trustees, and other gentlemen, who were present; and the greatest satisfaction was felt with the creditable manner in which they acquitted themselves. The unfavourable state of the weather, however, in the afternoon had the effect of preventing the attendance of many visitors: This was much to be regretted, as we doubt not the parents of the children would have been delighted with their marked improvement, in the acquirement of all the useful branches of education taught in the schools. The Rev. Mr. Porter, local superintendent, visited the several schools, and by kind words encouraged the pupils to persevere in their studies, to enjoy their holidays, and to return to school at the termination of the vacation. At the conclusion of the examinations, the deserving pupils were presented with certificates of honor for punctuality of attendance, good conduct, and general proficiency during the term.

Next evening a public meeting was held in St. Lawrence Hall for the purpose of presenting the scholarships, prizes and certificates of honor awarded to competitors from the city schools at the recent combined examination. The spacious hall and gallery were filled to their utmost capacity with parents, children and others interested in the prosperity of the city schools. Amongst those present were Rev. Dr. Ryerson, chief superintendent of education for Ontario; Rev. Mr. Gregg, Mr. J. McMurrich, Dr. A. D. Riddell, Rev. Dr. Jennings, Dr. W. W. Ogden, Mr. J. Baxter, Mr. J. Bain, Mr. Greenless, Mr. Wm. Stephenson.

The successful competitors occupied seats on each side of the platform—the boys on the west, and the girls on the east. The chair was taken at eight o'clock, by Mr. J. McMurrich, who opened the proceedings by stating that he had been unexpectedly called upon to preside, in the absence of his Worship the Mayor, who was to have been present. He hoped, however, that the Mayor would arrive before the close of the meeting. He then stated the object of the meeting, and having briefly congratulated the successful competitors at the recent combined examinations, he called upon Mr. G. A. Barber, the secretary of the board of trustees, to read the report of the examiners.

Mr. Barber then read a report from Dr. Wickson, rector of the Toronto Grammar School, stating that Daniel Ryrie and Alfred Baker, former pupils of the school, had distinguished themselves at the University, the latter having gained the scholarship in Mathematics of the second year, and the former, a scholarship for general proficiency, as well as first class honours in Mathematics, classics, French, and German. Dr. Wickson also reported favourably of the pupils who obtained scholarships enabling them to attend the Grammar School during the past year. The report of the "Examiners of the Combined Examination," was then read," of which the following is an extract:—

The examiners recommend that scholarships, prizes and certificates of honor be given to the following:—

**SCHOLARSHIPS.**—(Boys)—1st, James Watt, Louisa street; 2nd, Robert Beyer, George street; 3rd, John Marshall, George street; 4th, John Alexander, John street; 5th, James Ryrie, the Park; 6th, Christopher Sheppard, Louisa street; 7th, Francis A. Bowden, the Park.

**CERTIFICATES.**—(Boys)—8th, Wm. Spotton, Victoria street; 9th, John Kane, the Park; 10th, Wm. Purdom, John street.

**PRIZES.**—(Girls)—1st, Augusta Roddy, George street; 2nd, Eliza Wilson, George street; 3rd, Clara Ann Skaith, Victoria street; 4th, Georgina J. Stokes, (2nd division), John street; 5th, Elizabeth Pliibrite, Phoebe street; 6th, Mary Faircloth, George street; 7th, Jane A. Cruise, Louisa street; Certificate, 8th, Sarah Johnston, Phoebe street.

Taking a review of the whole, the examiners are satisfied that the degree of excellence reached by many could not have been attained without much diligence and zeal on the part both of teachers and pupils.

They have, in closing the report, to express their indebtedness to the

Rev. James Porter, local superintendent, for the kindness kindly rendered by him in their work.

All-which is respectfully submitted,

ARTHUR WICKSON, LL.D., } *Examiners.*  
JOHN M. KING, M.A., }

Toronto, July 29, 1867.

The Chairman then stated that the Rev. Dr. Ryerson would address the meeting, and he hoped that the gentlemen who might address the meeting would make their speeches as brief as possible, as he had no doubt that the children were anxious to have the prizes presented to them.

The Rev. Dr. Ryerson then came forward amid applause, and delivered a short address in which he referred in pleasing terms to the beneficial results of the establishment of scholarships in the Toronto grammar school for the benefit of the pupils attending the public schools. He said he was glad to see that the citizens took such a deep interest in the success of education in this city, and he trusted that this good work would advance more and more from year to year. He then referred to the report of the English commissioner who had been sent out some time ago to this country and the United States to report upon the state of education. That gentleman had visited not only the model schools but also the city schools and he had stated in his report upon his return to England, that he had enquired into the state of education in the United States and Canada, and he was enabled to say that the teaching in the States was more showy, but that in Canada it was more solid. (Applause.) Now, this he attributed to the mode of raising revenue for the support of the schools. In the States legislative grants were made for that purpose, whilst in Canada each municipality was taxed for the maintenance of the schools, and consequently a warm, local interest was created in their favour.

Rev. Wm. Stephenson was next introduced. He too referred briefly to the interest he felt in the city schools and spoke in complimentary terms of their high moral and intellectual character. He believed that the course which was being pursued in granting scholarships, prizes and certificates, was the very best method that could be pursued because it acted as a stimulus to exertion on the part of the pupils. He hoped that the city schools would go on from one degree of excellence to another in extending their beneficial influence throughout this country.

The Chairman at this stage of the proceedings read a letter of apology from the Rev. Mr. Topp, who was unable to attend the meeting.

Rev. Dr. Jennings then came forward, and, after expressing the pleasure he experienced upon being present, stated that if there was any thing of which the people of Canada had reason to boast, it was the common schools of Ontario; and he gave the credit of the establishment of these noble schools to the chief superintendent of education, Rev. Dr. Ryerson, who had stood by them through evil and good report. He referred, in complimentary terms, to the efforts made by the late lamented Mr. J. G. Bowes, and Mr. Justice Adam Wilson, in establishing scholarships in the grammar schools, for the benefit of deserving pupils belonging to the city schools, by getting the corporation to give a grant to the grammar school, for that purpose.

Rev. Mr. Manly was next introduced, and spoke in complimentary terms of the state of education in this country, in Scotland, in the United States, and elsewhere.

Dr. A. A. Riddell, an ex-trustee, then advanced, and delivered an interesting address, in which he referred to the state of the schools in 1850, and the efforts of Dr. Ryerson, Dr. Workman, himself, and others, to establish the present noble system of public instruction. He contended that the common school system had worked well in every country in which it had been introduced; and stated that some six years ago he was present at the opening of the first common school in a city two hundred years old, in a foreign country (Mexico), when it was stated that the building was too large; that children would never be found to fill it; but, he was glad to say, that the school had not been opened long, before it was found necessary to enlarge the building, and, although the population of that city had been greatly decreased within the past six years, by the ravages of war, it now contained three large common schools. He regretted very much that, whilst many rich men in Toronto had subscribed large sums for the benefit of churches, that very few indeed had ever given anything for the benefit of education; and, indeed, he could not remember a single instance of a donation having been given in aid

of the city schools. He hoped that there would be an improvement in this respect, as he believed that the city schools were deserving of the most liberal patronage at the hands of those who were able to encourage them. The doctor resumed his seat amid warm applause.

The Chairman reminded Dr. Riddell that Mr. Jesse Ketchum, formerly of Toronto, but now in Buffalo, had always been a liberal patron of the city schools; and then stated, that, although the merchants of Toronto derived no benefit from the common schools, that they were heavily taxed for their support.

Rev. Mr. King followed in a few remarks in which he paid a tribute of respect to the memory of the late lamented Daniel Ryrie, whom he contended, was an ornament to the common schools, and he doubted not that if that young man's life had been spared that he would have left his mark upon the history of this country. He was glad to observe, however, that a younger brother of the deceased young man had taken a scholarship upon the present occasion. (Applause.)

The successful competitors were then called upon the platform by the Rev. Mr. Porter, and were presented with the scholarships, &c., by the chairman amid warm marks of approbation on the part of their companions.

This interesting part of the evening's proceedings having been brought to a close, the Rev. Mr. Gregg pronounced the benediction and the meeting separated.—*Leader.*

—ONTARIO TEACHERS' ASSOCIATION.—The eleventh annual convention of this association met at the Temperance Hall on the 6th inst. About one hundred members were present. W. McCabe, Esq., LL.B., Principal of the Union School, Oshawa, 1st Vice-President, was called to the chair, in the absence of the Rev. Dr. Ormiston, the President. The Chairman addressed the convention on the topics referred to in the Programme, and particularly on Object Teaching and the Higher Education of Girls. The topic, "What is the best method of teaching reading and spelling," was first discussed. The report of a committee on Primary Instruction, recommending a wider extension of the system of Object Teaching and other improved methods, was discussed and adopted. On the 8th, the Rev. J. Porter, Local Superintendent of schools, Toronto, ably addressed the association on *Child Neglect*. Mr. Porter showed what had been done by the Manchester Education Aid Society towards improving the condition of neglected children, and affording them school facilities, and brought forward many strong authorities in favour of some measure of compulsion, although the work of the christian philanthropist would be needed to make any such law really effective. In the afternoon of the same day, Mr. Kirkland, Head Master of the Whitby Union school, read an interesting paper on the topic,—“Should girls be recognized as pupils in our Grammar Schools.” Mr. Kirkland is an advocate of the mixed system, and cited the opinions of certain writers in support of his views; the necessity of a classical education for girls was also insisted on. A resolution was adopted affirming the desirability of the attendance of girls at the grammar schools, in view of the importance of “the mental and moral culture and refinement of the females” of the country. A resolution was also passed expressing the regret of the association at the manner in which the grant to grammar schools has been distributed. [It is right to state here that those persons who have applied for explanations on this point to the Education Office have generally perceived and acknowledged the inconvenience and embarrassment which would have been occasioned to the schools generally by adopting any other system of apportionment for the current year.] A committee was then appointed to press the subject of the education of girls upon the authorities. In the evening, the Teachers' annual conversation took place in the departmental building, Gould street, the Rev. Dr. Ryerson, the Rev. Wm. Stephenson, the Rev. Dr. Barclay, and W. McCabe, Esq., acting president, occupied seats on the platform. The Chief Superintendent “delivered an interesting address upon education, dwelling with much energy upon those points suggested by the changes and improvements that would probably take place in consequence of the confederation of the Provinces. He also compared the American and Canadian systems of education, expressing himself (as might naturally be expected) strongly in favour of the latter. He referred particularly to the prospect of having the system of provincial certificates adopted throughout the province. His remarks were warmly applauded.” The programme comprised a selection of vocal and instrumental music, with readings; the galleries of paintings and statuary were also thrown open. On the 8th, a resolution of regret at the decease of T. J. Robertson, Esq.,

M.A., late Head Master of the Normal school, and expressing sympathy with his family was passed. A resolution was carried to take steps to procure an extension of the holidays to four weeks. Professor Grahame of St. Francis College, Quebec, then addressed the association; and in the evening, the Rev. Dr. Jeffers. The University was visited in the afternoon on the invitation of the Rev. Dr. McCaul. On the 9th, delegates from various county teachers' associations, addressed the association, respecting progress made. A resolution was adopted in favour of the discontinuance of county and circuit Boards of Public Instruction, and the appointment of "Superintendents (or government Inspectors), who have been at least first class common school teachers or grammar school teachers, to be nominated by the county council, and appointed by the Council of Public Instruction for each county of Ontario—three or five of such superintendents forming a central Board of Examiners to grant certificates to teachers in their respective circuits, limiting such certificates to the county or township, according to their judgment, or making them valid for the whole circuit—and to require each Board to elect annually or otherwise, one of its members to act in their behalf as a central Board of Examiners, formed of such elective superintendents, having power to grant provincial certificates to such teachers as they find qualified, and who have already satisfied the local Boards of their ability to teach, and been recommended by them to this central board." Another resolution was adopted nominating the Rev. Dr. Ryerson, Rev. Dr. Wickson, Rev. Dr. Jennings, Very Rev. H. J. Grasset, and J. G. Hodgins, Esq., with Dr. Sangster, treasurer, and Dr. Carlyle and Mr. McAllister, secretaries, as a central committee with power to form sub-committees with the view of securing some public recognition of the valuable labours of the late T. J. Robertson, Esq. On the subject of text-books the necessity of a uniform series was affirmed, but in view of the expected publication of new books, no further action was desired. The usual election of officers was held and various votes of thanks having been passed, the convention adjourned.

### NOVA SCOTIA.

— An amendment Act on Education in this Province was passed at the recent session of the Legislature. It provides for the union of School Sections; also empowers the Council of Public Instruction "to appoint four qualified persons to constitute a Provincial Board of Examiners, to examine and report upon the written exercises of all candidates for license to teach in the Public Schools of this Province. The Council shall also have power to prescribe the mode in which examinations shall be conducted, to designate the times and places at which candidates shall present themselves for examination, and to make such further arrangements as may be necessary, in order to ensure the uniform classification and licensing of teachers." The act provides for the payment of examiners so appointed. It is further provided that all male persons resident in the City of Halifax not otherwise assessed to the amount of one dollar for the support of Public Schools, shall be assessed for that purpose in the sum of one dollar; but the City Council may exempt in cases of inability, and the payment is to qualify the person to vote at Municipal Elections. The act further provides that "The Board of Commissioners for the city shall be entitled to receive a sum, in no case to exceed a thousand dollars annually as remuneration for their services; such remuneration to be apportioned according to the promptness and regularity of the attendance of the members of the Board, and the amount of labour performed by each, as the Board may decide.

### ENGLAND.

**EDUCATION OF THE PEOPLE.**—Attention is being thoroughly roused in England to the necessity of more systematic provision for the education of the masses. The report of the Rev. Mr. Fraser, who visited the United States and Canada on behalf of the Schools Inquiry Commission, has been presented to Parliament; and Mr. Bruce, the ex Vice-President of Privy Council on Education, has brought in a Bill for the Education of the Poor, whose leading features are thus described in *The Educational Times* for June:—

"It is, it should be stated, entirely permissive, and will not therefore even if adopted without modification by Parliament, necessarily supersede any of the existing provisions of the Revised Code. Its professed object, indeed, is to supplement some of the defects of that famous and much debated piece of legislation, and notably its partial and unequal operation in the case of schools in poor localities.

"The bill may be adopted by a vote of a majority of the burgesses in boroughs, or the rate-payers in a union; but any parish may petition the Privy Council to be excluded from the operation of the Act for cause shown. If the Act is adopted, a "School Committee" must be elected by the town council or the rate-payers, the members of which must be town councillors, or rated at 20 $\frac{1}{2}$ ., one-third to go out of office every year, but to be re-eligible. All local regulations are to be made by this Committee in respect to the Schools which connect themselves with them under this Act, and they are to appoint local inspectors, but beyond this they are not to interfere with the constitution, management, arrangements, discipline or instruction of the schools. The local regulations may be removed by *certiorari* into one of the superior courts of Westminster. The managers of existing schools may make application for their schools to be received into union with the School Committee, and in case of refusal may appeal to the Queen in Council. A school received into union is called in the Act a "united school;" must be open to the inspectors; and the discipline and instruction must be conformable to the rules prescribed in the Government code; and the qualifications of the teachers must be such as are prescribed by the Code, "or as may in any particular case be allowed by the School Committee." No child is to be required to learn any religious doctrine or formulary objected to in writing by the parent of such child, nor to attend or abstain from attending any particular Sunday School or place of religious worship; and no child is to be refused admission into the school on account of any such objection of the parent. Non compliance with these conditions will involve the exclusion of the school from the union, but any such exclusion will be subject to appeal to the Queen in Council. It will be the duty of the School Committee to inquire from time to time into the amount of school accommodation in the district for the poorer classes; and if they find it not sufficient, they may provide new schools under their own control or management, to be called "district schools," or delegate the same to a body of managers. The united and district schools are to be inspected at least every half year by the local inspector. Grants are to be made to them on such scale as may have been arranged with the managers; but a child is not to be deemed to have attended school for the half-year who has not had at least 15 weeks' attendance, and to make a week's attendance there must be eight separate attendances of two hours on four week days, or four attendances for half-times under the Act of Parliament. These grants are not to exceed the following rates. In Free Schools, 4d. for every child under six years of age; above that age, 6d. for a boy, and 5d. for a girl, and 4d. for a child at work, and 9d. if some trade, business or manual occupation is taught in the school. The funds for these purposes—and this is the important feature of the Act—are to be supplied from the local rates. The expense of providing a school-house is to be charged to the parish in which it is situated, but the School Committee may spread the payment over five years."

Mr. Bruce moved the second reading of the Bill in the House of Commons on 10th July, when the debate occupied the entire sitting; the speeches, which are full of interest, exhibit a marked advance of English opinion on the subject. We quote the following from the report of Mr. Bruce's speech:—"The right honorable gentleman then proceeded to cite the case of Upper Canada, a country more exclusively British than any other, to show how very satisfactorily the system of a voluntary educational rate worked, quoting, for that purpose, very largely from the report of Dr. Ryerson [1863], and other official documents:—"There," he said, "out of a population of a million and a half, there were 339,000 children, between five and sixteen years of age, enrolled on the school books; and it was reported, as a 'painful and humiliating fact,' that 44,975 children were not attending any school. True, the average attendance in Canada was 38 per cent., while in England it was 76 per cent.; but in England the great majority of the children were below twelve years of age, whereas, in Canada, they were between five and sixteen: and, moreover, in a country so sparsely peopled as Canada, and where the demand for labour is so great, it was surprising that the school attendance was so high as it was. Dr. Ryerson, in his report for 1863, said that the school, like the municipal system, had become a part and parcel of the local self-government rights of the people of Upper Canada, and that he must be a bold man who would attempt the invasion of them."—The bill was withdrawn, but there is little doubt that in another session the principle of local rating will be adopted, to be followed by local control by the rate payers, while an efficient system of inspection under the central authority, which is a most valuable feature in the present English sys-

tem, will be retained. A large extension of the principle of compulsory education may at the same time be expected.

— BRITISH AND FOREIGN SCHOOLS.—The 62nd annual meeting of the British and Foreign School Society was preceded by a lengthened examination of the pupils in the schoolrooms, at which Earl Russell, Viscount Amberley, and many other leading friends of the Institution were present. The report stated that the several agencies of the society had been continued in efficient and successful operation. In the training departments 166 young persons of both sexes were in residence preparing for the work of teaching; 156 schools had been supplied with trained teachers during the year, and the difficulty of meeting the applications for such was increasingly felt. The inadequate supply of pupil teachers for training was greatly felt; and though this was one of the evils proposed to be remedied in the minute of council, it was feared that to this end it would prove practically inoperative. In the four schools on the premises at the Borough and at Stockwell more than 1,000 children were in daily attendance, under a staff consisting of five certificated teachers, one assistant, and 20 pupil teachers. The agents of the society employed in the inspection of schools and otherwise helping forward the work of scriptural education had paid 1,079 visits to 942 schools in 590 towns and villages, exclusive of London and its suburbs. Mainly through these means 88 new schools had been opened in the year, beside the many that had been remodelled and improved. Seventy nine grants of school materials had been made to schools, at home and abroad. Teachers had been supplied to schools in Paris and St. Croix, in France; and to the Bahamas, where the pupil-teacher system adopted at home was now introduced. The balance-sheet of the society showed a deficit for the year ending December 31, 1866, of £332; the income from all sources having been £13,583 18s. 10d.; and the expenditure, £18,916 6s. 9d.

## IX. Departmental Notice.

### PROVINCIAL CERTIFICATES GRANTED BY THE CHIEF SUPERINTENDENT OF EDUCATION.

The Chief Superintendent of Education, on the recommendation of the Masters of the Normal School, and under the authority of the following section of the Upper Canada Consolidated Common School Act, 22 Victoria, chap. 64, has granted to the undermentioned students of the Normal School, Provincial Certificates of Qualification as Common School Teachers in any part of this Province.

"107. The Chief Superintendent of Education, on the recommendation of the Teachers in the Normal School, may give to any Teacher of Common Schools a Certificate of Qualification, which shall be valid in any part of Upper Canada until revoked; but no such certificate shall be given to any person who has not been a student in the Normal School."

The certificates are divided into Classes, in harmony with the general programme, according to which all teachers in this Province are required to be examined and classified, and are valid until revoked, or until the expiration of the time mentioned in the certificate.

Each certificate is numbered and recorded in the Register of the Department in the following order:

THIRTY-SEVENTH SESSION.—DATED 15th JUNE, 1867.

#### MALES.

<i>First Class—Grade A.</i>	<i>Second Class—Grade B.</i>
2394. Douglass, William Alexander (2115).	2402. Durham, William.
	2403. Edmison, Ralph Hezlop.
<i>First Class—Grade B.</i>	2404. Kellogg, Chas. Palmer (2387).
2395. Britton, William.	2405. Pollock, James Edward.
	2406. Rothwell, Peter Duilligas
<i>First Class—Grade C.</i>	2407. Silcox, John.
2396. Davey, Peter Nicholas (2142).	2408. Stewart, Elihu.
2397. Fullerton, James.	2409. Tremear, Thomas (2244).
	<i>Second Class—Grade C.</i>
<i>Second Class—Grade A.</i>	[Expire 15th June, 1868.]
2398. Henderson, Robert.	2410. McAndrew, James.
2399. Leslie, Alexander (2339).	2411. McKay, George W.
2400. Linton, John.	2412. Smith, Edward S.
2401. McFarland, Robert.	

#### FEMALES.

<i>First Class—Grade A.</i>	2415. McMahon, Catherine (2286, 2360.)
2413. McCausland, Caroline Elizabeth (2175, 2252, 2347.)	2416. Paterson, Mary Theresa (2288, 2376.)
<i>First Class—Grade B.</i>	2417. Worth, Mary Anne (2206, 2294, 2354.)
2414. Brown, Margaret (2366.)	

<i>First Class—Grade C.</i>	2140. McCrean, Mary Ann.
2418. Hatton, Sarah Adelaide.	2441. McEachren, Charlotte Emma.
2419. Lemon, Kate (2195, 2358.)	2442. Moore, Isabella.
2420. Maret, Sabina Hawkins.	2443. Nesbitt, Agnes.
2421. Mathews, Agnes Olivia.	2444. Preston, Elizabeth Jane.
2422. Scott, Margaret Taylor.	2445. Prior, Joanna Amelia.
	2446. Robertson, Margaret Gordon (2391).
<i>Second Class—Grade A.</i>	2447. Rogers, Agnes.
2423. Baxter, Louisa (2186, 2267, 2364).	2448. Smith, Charlotte.
2424. Comfort, Sara (2189, 2368)	2449. Thompson, Mary Jane, (2304, 2393.)
2425. McGeorge, Mary (2390).	2450. Walshe, Margaret Elizabeth, (2305).
2426. McLaughlin, Elizabeth Ann (2293, 2378).	2451. Woodside, Jane.
2427. Mearus, Isabella.	2452. Wright, Mary Anne.
2428. Moorcraft, Sarah Esther (2388).	
2429. Riddell, Mary Anne (2201, 2290).	<i>Second Class—Grade C.</i>
2480. Wood, Henrietta (2383).	[Expire 15th June, 1868.]
	2453. Aird, Margaret.
<i>Second Class—Grade B.</i>	2454. Clark, Alvina.
2431. Andrews, Abigail Wilkinson.	2455. Coyne, Margaret Jane.
2432. Armstrong, Elizabeth.	2456. Dowsell, Elizabeth.
2433. Beattie, Mary (2384).	2457. Dowsell, Mary Jane.
2434. Cameron, Jane.	2458. Duffin, Mary Charlotte Jane.
2435. Dorland, Lydia Catherine.	2459. Guillet, Mary Ann.
2436. Hepburne, Rhoda.	2460. Harris, Elizabeth.
2437. Howe, Francois Esther (2297, 2387).	2461. Lowrie, Eliza Jane.
2438. Keam, Mary Roberts.	2462. Mills, Jane.
2439. Lawrence, Fanny Helena (2194, 2282, 2372).	2463. Moore, Sarah.
	2464. Page, Mianie Emilie.
	2465. Ramsay, Mary Ann.

#### EXPIRED CERTIFICATES:

The certificates of the *Second Class, Grade C.*, granted subsequently to the nineteenth session, have been limited to one year from their respective dates. Lists of certificates which expired before June, 1867, have already appeared in the *Journal of Education*, and the following list comprises those which expired on the 15th of that month.

#### MALES.

2239. Jessop, Elisha.	2243. Obtained <i>Second Class A.</i> (2325.)
2240. Leitch, Thomas.	2244. Obtained <i>Second Class B.</i> (2409.)
2241. Obtained <i>Second Class B.</i> (2383.)	
2242. Obtained <i>same Grade</i> (2342.)	

#### FEMALES.

2295. Obtained <i>Second Class B.</i> (2365.)	2301. Pollard, Ann.
2296. Brown, Martha Eva.	2302. Obtained <i>Second Class A.</i> (2362.)
2297. Obtained <i>same Grade</i> , (2387, 2303. and <i>Second Class B.</i> (2437.)	2303. Obtained <i>First Class C.</i> (2353)
2298. Obtained <i>Second Class B.</i> (2373.)	2304. Obtained <i>same Grade</i> (2393.)
2299. Oliver, Edith.	2305. Obtained <i>Second Class B.</i> (2456.)
2300. Pentland, Jane Matilda.	2306. Obtained <i>Second Class B.</i> (2381.)

\* \* A certificate has no legal value after the date of its expiration.

ALEXANDER MARLING, L.L.B.,

Registrar.

EDUCATION OFFICE,  
Toronto, July, 1867.

#### MAGIC LANTERN EXHIBITIONS TO SCHOOLS.

M. R. T. J. WIGGINS proposes giving exhibitions of the Magic Lantern to Schools in various parts of the Province of Ontario, and desires to add the following certificate by way of introduction to them:—

*This is to Certify* that we have been acquainted with the bearer, THOMAS J. WIGGINS, for more than Thirty Years, and know him to be a good moral man, and that from misfortune in losing his sight, in so far as to debar him from working at his trade, and also the loss of property by fire he now is exhibiting certain paintings, &c. for the purpose of procuring an honest living,—therefore is recommended to the favorable consideration of a Christian public.

T. C. STREET, A. S. ST. JOHN, R. A. CLARK,  
ROLLAND McDONALD, RICHARD MILLER, J. C. RYKERT, M.P.P.,  
WILLIAM ECCLES, J. G. CURRIE, Mayor of St. Catharines.

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

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