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CONTENTS :

I. RECENT EDUCATIONAL ADDRESSES.—(1.) Dr. Playfair's Opening Address to the Educational Section of the Social Science Congress, Newcastle. (2.) Section F.—Economic Science and Statistics. (3.) Hon. D. Christie's Address on Agriculture. (4.) Hon. Mr. Carling on Agricultural Education. (5.) Agricultural Education in Quebec.....	161
II. MONTHLY REPORTS ON METEOROLOGY OF THE PROVINCE OF ONTARIO.....	168
III. INTERCOMMUNICATIONS WITH THE "JOURNAL."—(1.) Proof of the Geometrical Theorems of W. J. G. Glashan. (2.) The Principles and Practice of Education; or, The Science and Art of Teaching. (3.) Provincial Deaf and Dumb Asylum.....	167
IV. BIOGRAPHICAL SKETCHES.—(i.) The Hon. Dr. Rolph. (2.) Most Rev. Archbishop of Quebec. (3.) Very Rev. Vicar General Gordon. (4.) Captain Richardson. (5.) General Robert E. Lee. (6.) Dr. A. J. Williamson (of the Educational Department for Ontario).....	169
V. MISCELLANEOUS.—(1.) "Stop, and—Think of another Life." (2.) The German Uhlans. (3.) The Battle Fields in France. (4.) American Philological Convention. (5.) The Principal of Knox College.....	172
VI. MISCELLANEOUS FRIDAY READINGS.—(1.) Beautiful Child. (2.) Choose the Best Society. (3.) What Breaks Down Young Men.....	173
VII. EDUCATIONAL INTELLIGENCE.....	174
VIII. DEPARTMENTAL NOTICES.....	176
ADVERTISEMENTS.....	176

I. Recent Educational Addresses.

DR. PLAYFAIR'S OPENING ADDRESS TO THE EDUCATIONAL SECTION OF THE SOCIAL SCIENCE CONGRESS, NEWCASTLE, ENGLAND.

In the address delivered by Dr. Lyon Playfair before the National Association for the promotion of Social Science, he began by referring to the lamentable position of English education at present. Speaking of the Act of last session, he pointed out that it deals with the quantity of education, and not with its quality; and insisted on the absolute necessity of introducing instruction in Science into our primary schools. The following are some of the more important passages of the address on this point:—

NECESSITY OF SCIENCE IN OUR PRIMARY SCHOOLS.

The educational principle of continental nations is to link on primary schools to secondary improvement schools. The links are always composed of higher subjects, the three R's being in all cases the mere basis of instruction. Elementary science, and even some of its applications, is uniformly encouraged and generally enforced. I shall not detain you with examples, as they are to be found in any work treating of continental schools. But as we have no schools corresponding to the secondary improvement schools for the working classes, we suppose that we can do without the higher subjects used as links. With what result? Our primary schools, on the whole, do not teach higher instruction than a child of eight years of age may learn. In our class of life, our children acquire such knowledge as a beginning; with the working classes, they get it as an end.

What an equipment for the battle of life! No armour-plate of knowledge is given to our future artisan, but a mere thin veneer of the three R's, so thin as to rub off completely in three or four years' wear and tear of life. I am speaking on official record, for we are assured by inspectors, that nothing under Standard IV. suffices for permanent use, and yet the Committee of Council tell us that four-fifths of the children of ages at which they leave school pass only in lower standards. Recently, under Mr. Corry's minute, inducements have been given for subjects higher than the three R's, but for some reason it produces scarcely any result. So, under our present system of elementary teaching, no knowledge whatever, bearing on the life-work of the people, reaches them by our system of State education. The air they breathe, the water they drink, the tools they use, the plants they grow, the mines they excavate, might all be made subjects of surpassing interest and importance to them during their whole life; and yet of these they learn not one fact. Yet we are surprised at the consequences of their ignorance. A thousand men perish yearly in our coal-mines, but no school-master tells the poor miner the nature of the explosive gas which scorches him, or of the after-damp which chokes him. Boilers of steam-engines blow up so continually that a committee of the House of Commons is now engaged in trying to diminish their alarming frequency; but the poor stokers who are scalded to death or blown to pieces, were never instructed in the nature and properties of steam. In Great Britain alone more than one hundred thousand people perish annually, and at least five times as many sicken grievously, out of pure ignorance of the laws of health, which are never imparted to them at school; they have no chance of learning them afterwards, as they possess no secondary schools. The mere tools of education are put into the hands of children during their school time without any effort being made to teach them how to use the tools for any profitable purpose whatever; so they get rusty or are thrown away altogether. And we fancy that we have educated the people! Our pauperism, our crime, and the misery which hovers on the brink of both, increase terribly, and our panacea for their cure is teaching the three R's up to Standard III. The age of miracles has passed by, and our large faith in our little doings will not remove mountains. It is best to be frank. Our low quality of education is impoverishing the land. It is disgracefully behind the age in which we live, and of the civilisation of which we boast; and

until we are convinced of that we cannot be roused to the exertions required for its amendment. In censuring the low condition of knowledge in our primary schools, as represented by the results of the Revised Code, I do not aim to restore them to the position which many of them had before it. That code was, in fact, rendered necessary because their aggregate teaching was not sufficiently large and diffused to justify the increasing expenditure. In imitation of our classical schools, verbalism and memory-cramming had grown up as tares and choked the growth of the wheat. Words had taken the place of conceptions. A child could tell you about the geography of the wanderings of the children of Israel, but had no conception whatever of the ordinary phenomena around it. It was hopeless to put to them the commonest scientific questions. Whence comes the water that fills the Thames? What is the origin of hail, snow, rain, or dew? Why does the sun rise in the east, or set in the west? What produces night and day, summer and winter? In history they could rattle out to you the names and dates of kings and queens, perhaps even the names and ages of all Queen Anne's children as they died in childhood; but, as a true historical conception, apart from memory cramming of words and dry facts, to be vomited forth upon the examiner, it required a very good school under the old system to find it. Words, instead of ideas, were worshipped. Inspection, under the old system, did something to correct this tendency to verbalism and cram; under the new system they had no time, and, if they had, would find fewer of the higher subjects taught in any way. The teaching of science, if properly done, is the reverse of all this, and will go far to remedy its defects. Books in this case ought only to be accessories, not principals. The pupil must be brought in face of the facts through experiment and demonstration. He should pull the plant to pieces and see how it is constructed. He must vex the electric cylinder till it yields him its sparks. He must apply with his own hand the magnet to the needle. He must see water broken up into its constituent parts, and witness the violence with which its elements unite. Unless he is brought into actual contact with the facts and taught to observe and bring them into relation with the science evolved from them, it were better that instruction in science should be left alone. For one of the first lessons he must learn from science is not to trust in authority, but to demand proof for each asseveration. All this is true education, for it draws our faculties of observation, connects observed facts with the conceptions deduced from them in the course of ages, gives discipline and courage to thought, and teaches a knowledge of scientific method which will serve a lifetime. Nor can such education be begun too early. The whole yearnings of a child are for the natural phenomena around, until they are smothered by the ignorance of the parent. He is a young Linnaeus roaming over the fields in search of flowers. He is a young conchologist or mineralogist gathering shells or pebbles on the sea shore. He is an ornithologist and goes bird-nesting; an ichthyologist and catches fish. Glorious education in nature, all this, if the teacher knew how to direct and utilise it. But as soon as the child comes into the school-room, all natural God-born instincts are to be crushed out of him; he is to be trained out of all natural sympathies and affections. You prune and trim, cramp and bind the young intellect, as gardeners in olden times did trees and shrubs, till they assumed monstrous and grotesque forms, altogether different from the wide-spreading foliage and clustering buds which God himself gave to them, and which man is idiot enough to think he can improve. Do not suppose that I wish the primary school to be a lecture theatre for all or any of the "ologies." All the science which would be necessary to give a boy a taste of the principles involved in his calling, and an incitement to pursue them in his future life, might be given in illustration of other subjects. Instead of mere descriptive geography drearily taught and drearily learned, you might make it illustrative of history, and illustrated by physical geography, which, in the hands of a real master, might be made to embrace most of what we desire to teach. The properties of air and water, illustrations of natural history, varieties of the human race, the properties of the atmosphere as a whole—its life-giving virtues when pure, and its death dealings when fouled by man's impurities—the natural products of different climes, these and such like teachings are what you could introduce with telling and useful effect. Far better this than overlading geography with dry details of sources and mouths of rivers, of isothermal lines, latitudes and longitudes, tracks of ocean currents, and other tendencies towards the old verbalism and memory-cramming. If I have explained myself with clearness, you will see that while I advocate the introduction of higher subjects into our schools, I wish them to be of immediate interest and applicability to the working classes. The main difficulty in education is getting them to stay long enough at school. Teach them, while you have them, subjects of interest and utility. The short time will thus be made productive, and inducement will be offered for its extension. Six months

spent in teaching future laborers the geography of the wanderings of the children of Israel, is sheer waste of time, either for their eternal or temporal interests. Think of the few precious hours as the training for a whole lifetime, and let us use them by giving living and intelligent learning, not obsolete and parrot instruction. Those who are believers in the teaching of the great secondary schools of this country will deem my aspirations for the improvement of primary education, low and utilitarian. Frankly I admit the latter. Such a style of education will never realise Lord Brougham's hope that the time may come when every working man in England will read Bacon; but it might contribute to the fulfilment of Cobbett's desire, that the time might come when every man in England could eat bacon. I deny, however, that the utilitarian view of primary education is ignoble. The present system is truly ignoble, for it sends the working man into the world in gross ignorance of everything that he is to do in it. The utilitarian system is noble, in so far as it treats him as an intelligent being, who ought to understand the nature of his occupation, and the principles involved in it. The great advantage of directing education towards the pursuits and occupations of the people, instead of wasting it on dismal verbalism, is that, while it elevates the individual, it at the same time gives security for the future prosperity of the nation. In the industrial battles of peoples, we are content to leave our working classes armed with the old Brown Bess of warfare, while men of other countries are arming themselves with modern weapons of precision. In the competition of nations, the two factors of industry—raw material and intellect, applied to its conversion into utilities—are altering their values. The first is rapidly decreasing, the second quickly augmenting in value. We anchor our hopes on the sand, which the advancing tide of knowledge is washing away, while other nations throw out their anchors on firm ground accumulating around, and enabling their vessels to ride in safety. There are instances of nations, rich in the natural resources of industry, yet poor from want of knowledge how to apply them; and there are opposite examples of nations utterly devoid of industrial advantages, but constituted of an educated people who use their science as a compensation for their lack of raw material. Spain is an example of the first class, and Holland of the second. Having pointed out at some length the contrast between these two countries, in consequence of the difference of their culture, Dr. Playfair proceeded to show the necessity of good physical training, to argue in favor of a compulsory educational system, and of graded education, and to define the true position and qualifications of teachers in primary schools.

2. SECTION F.—ECONOMIC SCIENCE AND STATISTICS.

On the Aptitude of North American Indians for Agriculture.—James Heywood, M.A., F.R.S. Indian Reservations in Canada are under the control of the Secretary of State at Ottawa. Mr. W. Spragge, Deputy-Superintendent of Indian Affairs, presents annually to the Secretary of State a report of the Canadian settlements of Indians. The Six Nations Indians in the Tuscarora reserve, near Brantford, on Grand River, in the Province of Ontario, form the most important settlement of aborigines in Canada. Their reservation comprises 55,000 acres, surrounded on all sides by thriving communities of white settlers. The Indian population of this reserve amounts to about 3,000 persons, including 2,800 of the Six Nations, and about 200 of the Mississaguas, or Ojibbeways, located near the river New Credit, at the southern extremity of the Tuscarora reserve. According to a report of Commissioners, appointed by Sir Edmund Head, Governor-General of Canada, in 1856, the Six Nations Indians were settled in the Tuscarora reserve, by Mr. Thorburn, the Commissioner, in "farm lots, averaging 100 acres each by actual survey." The total clearing of the Tuscarora reserve "amounted in 1856, to 7,348 acres, more than half of which had been done by the Indians themselves, the remainder having been chopped by squatters, who had been removed from the land." "Most of these squatters were compensated for their improvements to the amount of more than £8,000, paid from the funds of the Six Nations Indians." The Commissioners of 1856 report that the Six Nations Indians cultivate on their reserve "separate farms, and each is secure in his possession from the other Indians on the lot he occupies. His heirs inherit his improvements, but the soil belongs to the Six Nations in common. The Indian has no right of transferring his portion of land to another. The revenue of the Six Nations Indians amounts to \$39,489 annually." Besides the two Schools in the New Credit district, maintained by the Indian bands of that locality, there are in the portion of the Tuscarora reserve inhabited by the Six Nations, eight Schools, principally supported by the New England Company, a London corporation, formed under the Commonwealth, whose funds are devoted to the extension of civilisation and Christianity among the aborigines in British Colonies,

and especially in Canada. Mr. Henry Lister, a member of the New England Company, visited the Tuscarora reserve in 1868, and reported of the Six Nations Indians that their chief crops were "wheat, Indian corn, oats, and hay." Most of the Indian houses in this reserve, Mr. Lister described as "cottages of one or two rooms, built of boards or logs, and usually heated by a stove. There is not a single village," Mr. Lister remarks, "on the reserve; each house stands in its own lot of about 50 acres." An agricultural society was formed in 1868, among the Six Nations Indians of the Grand River, at an annual subscription of one dollar (about four shillings), for each member, and their first show was held on the 15th of October, 1868, on a farm within the reserve. The policy hitherto pursued in Canada, with regard to Indians, has been to induce them by means of small annuities to remain to a great extent, as residents in the Indian reservations of the Dominion to which their lands or settlements may respectively belong. According to the Rev. Edward R. Roberts, missionary to the New England Company at Chemong, near Peterborough, in Canada, the Province of Ontario was "divided into districts, with reference to the Indians. The land of each district was valued at a certain rate per acre, and the interest of the aggregate sum was paid half-yearly to the Indians included in that district, which constituted their annuity. And, in addition, each band of Indians had a reserve of land in a particular locality for their settlement. The aggregate annuity of the several bands," Mr. Roberts observes, "remains the same, whatever changes by death, birth, or emigration may take place. If a band of Indians becomes less in number, those who remain receive proportionably more annuity. While, however, an individual Indian (or family) ceases to receive his annuity from the fund appropriated to the band he leaves, he may be received into another band, by application, and a vote of the people; but as such an accession to their numbers diminishes their individual annuity by allowing others to share it, an application of this sort is seldom acceded to, as might be expected."

3. HON. D. CHRISTIE'S ADDRESS ON AGRICULTURE.

At the recent Provincial Exhibition the Hon. David Christie, the President, delivered an excellent address, from which we make the following extracts:—

"We have great cause for thankfulness to God for sending us a fruitful season, affording enough for man and beast. During the early part of the summer there was much dry weather, which in some parts of the country curtailed the crops more seriously than in others; still, taking the Province as a whole, the return is somewhat near an average in the various kinds of grain.

"We have also reason to thank the Giver of all good for the peace which we enjoy. Beyond the annoyance and expense caused by the incursion of a few deluded and misguided men, we have been at rest; and certainly, when we think of the devastation and bloodshed which have taken place in Europe, we ought to estimate very highly the blessings of peace. We cannot be too grateful for immunity from the horrors of war. Let us unite our prayers with those of all good men throughout the world, that the sword may soon be sheathed, and that henceforth nations may refer their differences to another arbitrament than that of the sword. May the day soon come when the principle of universal benevolence shall prevail, when 'men shall beat their swords into ploughshares and their spears into pruning hooks; nation shall not lift up sword against nation, neither shall there be war any more.'

"After reading the narratives of the terrible scenes which have lately transpired in France, one feels constrained to echo the words of the Quaker poet:—

"I hate the drum's discordant sound,
Parading round, and round, and round;
To me it talks of ravaged plains,
And burning towns and ruined swains,
And widows' tears and orphans' moans,
And mangled limbs and dying groans;
And all that misery's hand bestows
To fill the catalogue of human woes.'

"When we recount such horrors, we have also reason to thank God for the institutions under which we have the happiness to live. They are such as to produce contentment and loyal attachment. The love of peace prevails among the people of Great Britain and her colonies. And there is no surer test of a high state of civilization than this. Where you find a nation whose policy is to make every man a soldier, it is either for the purpose of sustaining despotism at home or for restraining it from abroad. It was well said by Lord Derby at the meeting of the Royal North Lancashire Agricultural Society the other day, that our Queen is the 'one

Sovereign in Europe whose throne is undoubtedly and absolute'y secure.' The reason is not alone to be found in the fact that she has never transcended the strict limit of constitutional duty, but also because, in the language of England's foremost statesman—Mr. Gladstone—it has been providentially allotted to this favored isle that it should show to all the world how freedom and authority, in their due and wise developments, not only may co-exist in the same body, but may, instead of impairing, sustain and strengthen one another. Among Britons, it is the extent and security of freedom which renders it safe to entrust large powers to Government, and it is the very largeness of those powers, and the vigour of their exercise, which constitute to each individual of the community the great practical safeguard of his liberties in return. The free expression of opinion, as our experience has taught us, is the safety-valve of passion. That noise, when the steam escapes, alarms the timid, but it is the sign that we are safe. The concession of reasonable privilege anticipates the growth of furious appetite. Regularity, combination, and order, especially when joined with publicity, have of themselves a marvellous virtue—they tend to subordinate the individual to the mass, enlarge by healthy exercise the better and nobler parts of our nature, and depress the poorer and meaner. They make man more a creature of habit, and less of mere impulse; they weaken the relative influence of the present by strengthening his hold on the future and the past, and their hold on him. It is a great and noble secret, that of constitutional freedom, which has given to us the largest liberties, with the steadiest throne, and the most vigorous Executive in Christendom.'

NECESSITY FOR AGRICULTURAL ASSOCIATIONS.

"Great as has been the benefit resulting from our Agricultural Societies in all parts of the country, we have much work yet to do. So long as there is waste land to be reclaimed, or any portion of the country badly farmed, or there are neighbourhoods with poor, ill-provided stock—and how many such there are? we shall still have an unaccomplished mission. Besides, we need constantly the stimulus to continued improvement which these exhibitions afford; and we are all apt to have high notions of our doings and attainments. Contact with others at these exhibitions will have the effect of modifying them. Then we must not flag in our progress; we must aspire to higher attainments. Love to our profession, and just views of its dignity and importance, are the basis of progress and success.

VALUE OF AGRICULTURAL SCHOOLS AND COLLEGES.

"The love of farming which prevails in many of the rural districts of France and Germany is due to the many agricultural schools and colleges which flourish there.

THE DIGNITY AND CONTENTMENT OF FARM LIFE.

"Country life has real and substantial charms. There is in it a peacefulness and calm contentment which is welcome to every well-regulated mind. Horace, in one of his odes, says of it,

"Beatus ille, qui procul negotiis,
Ut prisca gens mortalium,
Paterna rura bobus exercet suis,
Solutus omni penore.'

It does present the same attractions still; yes, far greater are its allurements now. The Roman farmer groped in the dark; he had not the light of science to guide him, and his implements for tillage were of the rudest and most imperfect character. Above all, he wanted the benign influences of Christianity to give him cheering promise of the life that now is, and high hope for the future. His religion was such as lust makes welcome; of his religious services it is a shame even to speak. How elevating and ennobling are ours! There is too much reason to suspect that by many the life of a farmer is regarded as an unceasing round of dull toil, in its most repulsive forms, which must be endured because it cannot be dispensed with. A great living philosopher, McCosh, eloquently gives the true estimate—'When God gave the earth to the children, He meant it to be to them a source of something more than mere sustenance. There are scenes spread all over its surface which have delighted or roused the soul of man, and helped to shape his character and his history. The fertile field, the pleasant dale, the murmuring rill, the gentle flowing stream, the rugged mountains, the bold headland, the thundering cataracts, these have all been the means of soothing, of exciting, or awing the spirit of man. The vegetable productions embrace and vary the effect by the lightness and gracefulness of their forms and harmony of their colours, by their tangled luxuriance in our meadows and by our rivers' banks, or by the sombreness of their hue and depth of shade

which they furnish. These aspects of nature have all had their influence in raising up new ideas and fresh feelings in man's soul. The physical character of a region, the nature of its surface, whether flat or hilly, its soil and minerals, the size and flow of its rivers, the mountain chains which cross it, and the bays of the sea which indent it, the clearness or cloudiness of its atmosphere—all these have moulded to some extent the physical peculiarities of man, and determined his tastes, his pursuits, and his destiny.'

OUR ADVANTAGES AND RESPONSIBILITY.

"We ought never to forget that the advantages we possess entail on us grave responsibility. Our responsibility keeps pace with our privileges. We must not be content with our present status. Every consideration of honour and duty demands that we should do all in our power to reclaim the waste places of our land, and to till better what we have under culture. There can be no limit to progress in agricultural science; finality is out of the question. How much has been done during this century in the elucidation of laws which formerly were hidden from man's observation, and how wonderful and varied their practical application has been! And who can estimate what will be the condition of our country and its people by the close of this century? Progression is geometrical: and we have the great part to play in the material development of the country. The requirements of the age, and above all, our duty to God, demand that we should go forward. The important question then is, do the majority of the farmers and mechanics of Canada really love their professions, or do they pursue them simply as furnishing the means for subsistence? If the latter be the actuating motive, little progress will be made. Men do well what they take pleasure in doing; a man cannot be proficient in business which he does merely in a perfunctory manner. The supply of daily wants in America, as compared with the struggle for existence in many parts of the old world, is an easy task. Here nature is very bountiful in her gifts, in proportion to labour bestowed. Were our farms tilled and manured as they are in the best parts of Europe, what would the products be! And, although in a new country, where there are many hardships to be encountered, it is a wise and beneficent provision of God that the means of subsistence should be easily procured, still it often proves one of the hindrances to agricultural improvement. When men get what they need easily, they are apt to aspire no higher. *Incrementa mentis*, as Quintillian says, are needed to lead to greater earnestness in the work of agricultural improvement.

VALUE OF FARMERS' CLUBS AND ASSOCIATIONS.

"Much good has been done in Britain by meetings for discussion—chiefly by the instrumentality of Agricultural Societies and of Farmers' Clubs; during the last half-century, whole counties have been transformed. And even there, much yet remains to be done. Nothing, even in Yorkshire, astonished me more than the large tracts of land still unreclaimed. It shows how slow is the march of improvement, even with all the skill and appliances of our times. Great Britain annually imports large quantities of food, yet much of the deficiency might be supplied by agricultural improvement. We do not need to import food, but by better tillage we could add very largely to our exports.

REDUCTION OF OUR GRAIN PRODUCING POWER.

"My conviction is that we have lessened, *most materially*, the grain-producing power of the country, by the excessive drain which we have made on it for so many years. There can be no question that the most direct and economical recuperative process is in increasing the number of acres of grass, and diminishing the number of acres of grain—in other words, by *more and better stock*, and *less grain*. After all we should not say that the result will be *less grain*. The acres in grain would be fewer, but the gross product would be much larger, while we should have more beef, mutton, and pork, and of better quality. It is also of the greatest importance to economize food for stock as much as possible because *labour is money*, and labour costs a good deal of money in Canada.

EXPENSIVENESS OF INFERIOR STOCK.

"There are two ways of doing this—by improving the quality of the stock, and by economy in the mode of giving them their food. Some years ago I was much struck by the truth of a remark made by a farmer at a meeting of a farmers' club in Yorkshire. The subject under discussion was the kind and quality of stock which farmers ought to keep. He said, '*I cannot afford to keep inferior stock, it is too expensive.*' This is true to the letter—inferior stock is too expensive to be profitable; that is, food, which has cost a great deal to produce it, is given to animals which, from their nature and conformation, give the poorest possible returns; there can be no

economy in that. I do not wish to be understood as insisting that every farmer ought to keep a thoroughbred herd; that is a business by itself, for as Thomas Bates once said with entire truth, 'There are twenty men fit to be premier for one that is fit to be a breeder,' yet, every farmer who breeds cattle, or sheep, or pigs, ought to have pure bred males, and to use no other if he can get them, because it is only in this way that he can cheaply raise animals which will give the largest return for the food they get. Much may also be done in the way of economizing food by the mode in which it is given. Of course food will go much further when it is prepared in such manner as will give the digestive organs as much aid as possible, such as by cutting and steaming, and by crushing grain, &c.; but I specially refer to a practice which is becoming more common than it was, namely, giving stock a portion of grain or other condensed food while on pasture, and by soiling. Many recent experiments have been made which show that a very large saving can be effected by this process. The most extensive Canadian experiment has been made at Bow Park. Mr. Brown has expressed himself to me in terms of high commendation of this mode of feeding, as proved by his experience; the results of which, it is to be hoped, he will make public.

AGRICULTURAL EDUCATION—VALUE OF DR. RYERSON'S MANUAL.

"When I had the honour on a previous occasion (15 years ago) to address you, I alluded at some length to the great necessity for more thorough and systematic agricultural education. So much does want of it still appear to me to be urgent, that I feel it to be my duty again to refer to the subject. The question is, what can be done to supply the deficiency? We have an agricultural class in University College, and an able, experienced teacher, but few students. My conviction is that the work must be more radical; it must begin in our common schools; that is, elementary, agricultural and mechanical instruction should form a leading part of the teaching. Dr. Ryerson has published a valuable little work on agriculture, which I hope to see made a text book in all the rural districts. Unquestionably, the result of giving elementary instruction would be not only to impart much important scientific and practical knowledge, but to make the farmers' sons of the country feel the importance and dignity of the profession of agriculture. Dr. Ryerson has done good service to the country by compiling the manual to which I have referred, and I hope that he will see to it that the benefit which it is so well calculated to confer shall not be lost to the country. It is a good thing for the cause which we desire to promote that we have so able a coadjutor as the Chief Superintendent of Education. I feel convinced that he will soon make agricultural and mechanical instruction a leading feature in our common school teaching.

ONTARIO VETERINARY COLLEGE.

"The Council of the Association have continued the pecuniary grant to the Ontario Veterinary College, which was given by their predecessors in the Board of Agriculture. This is a branch of education having special relations to agriculture, which, in terms of the powers and duties conferred on them by the Agricultural Art, the former Board of Agriculture felt it to be their duty to establish and foster. The idea originated with that able and efficient friend of the agricultural interest, the late Honourable Mr. Ferguson, of Woodhill. In 1862, when Mr. Smith came to Canada, through the strong recommendation of Prof. Dick, late Principal of the Edinburgh Veterinary College, a course of veterinary lectures was given annually to a somewhat miscellaneous audience, extended in 1864, and in 1866 three students passed final examination, and received diplomas from the Board of Agriculture. In 1867, four students obtained diplomas. The range of studies became gradually extended, and in 1868 eight students passed. In 1869 the same number (eight) passed, so that the college has turned out twenty-three well qualified practitioners. The total number of students attending the veterinary course for the past three years has varied between 25 and 32. Some of them were agricultural students and did not take the whole veterinary course required of those who study for the practice of the profession. All veterinary students attend the lectures of Prof. Buckland on the Breeding and Management of Farm Stock.

"Dr. Bovell and other resident physicians have rendered important service gratuitously, as have also two or three veterinary surgeons in Her Majesty's service, both as teachers and examiners. The success which has attended the College is very gratifying, and leads to the sanguine expectation of still more extended usefulness. Its importance to the agricultural interest of the country can hardly be overrated. Before its establishment, well-qualified veterinary surgeons were very few, and in many parts of the country whole counties were almost wholly destitute of professional skill. Apart

from the question of practice, the relation of veterinary to social science is intimate and important. There are some diseases in animals similar to those in the human subject, and they are communicable one to the other. It is therefore important to all that the amount of danger which man incurs by living amongst animals should be known. The public health also demands that reliable information as to sound animal food should be at hand in all parts of the country. And for such information we are dependent on the wide dissemination of veterinary science.

ENCOURAGEMENT TO A KNOWLEDGE OF ENTOMOLOGY.

"The Council of the Association, valuing the importance of entomology in its relations to agricultural and horticultural science, voted a grant of \$400 to the Entomological Society of Canada, on condition that they should furnish an annual report, form a cabinet to be placed at the disposal of the Council, and continue to publish their *Journal*.

"There are other matters to which reference might have been made, but I feel that I have already trespassed too much on your forbearance. Let us be encouraged by our success in the work in which we are engaged. Be assured that the future will yet more abundantly repay your labours. 'A grand plan of prophecy is advancing, both in the physical and moral world, and we live in the expectation of a coming era, when the streams which have run for ages alongside of each other will unite, and yield, at the same time, a nobler condition of the earth's surface, and of the spiritual character of its human inhabitants.' 'They shall not labour in vain, nor bring forth for trouble.' 'Instead of the thorn shall come up the fir tree, and instead of the briar shall come up the myrtle tree.' 'The child shall die an hundred years old.'

Mr. Sheriff Ferguson moved a vote of thanks to the President for his able address.

Rev. Dr. Ryerson seconded the motion. With respect to the subject of agricultural education, he remarked that it had been suggested, and he hoped the suggestion would be carried out, that it should be included in the Normal School training of teachers. Motion was carried.

4. HON. MR. CARLING ON AGRICULTURAL EDUCATION.

From a report submitted some months ago, to the Lieutenant-Governor, by the Hon. Mr. Carling, Commissioner of Agriculture, we make the following extracts:—

"The present age is remarkably distinguished for an enlightened desire to diffuse the blessings of education among all classes of the community, and this Province has a just ground of pride for the successful exertions that have been made within the last twenty years in promoting this important object. Whether we look to the higher or lower grades of education, the much improved quality of both, and the accessibility of the latter to our entire community, without distinction of nation or creed, Ontario is certainly in advance of most communities older and wealthier than itself. Notwithstanding the great advancement we have made within a period comparatively short, I have a growing conviction that something more is required to give our education a more decidedly practical character, especially in reference to the agricultural and mechanical classes of the community, which comprise the great bulk of the population, and constitute the principal means of our wealth and prosperity. Agricultural Societies, Farmers' Clubs and Mechanics' Institutes, are all efficient agents in their respective ways in helping on the education of the great masses of our industrial population, and the advantages they have conferred it would be impossible fully to estimate. These organizations, however, it should be remembered, are in a great measure confined to adults. What now appears to be more especially needed in carrying forward this great work is, in addition to the ordinary instruction in Common Schools, the introduction of elementary instruction in what may be termed the foundation principles of agricultural and mechanical science.

"Institutions on an extensive scale, specially adapted to the education of youth intended for agricultural and cognate pursuits, have been established of late years with varying degrees of success. Whether we are at present sufficiently advanced to adopt this principle in connection with a large experimental farm may fairly admit of doubt. I think, however, that we already possess appliances which might be so arranged as to be speedily brought to bear in promoting this great object, and prepare the way ultimately for something of a higher and more comprehensive character. Our enlightened and energetic Chief Superintendent of Education would, I believe, approve and help forward such a movement. The Agri-

cultural Professorship in University College, and the Veterinary School in connection with the Council of the Agricultural and Arts Association, might, I should think, be so arranged in connection with the Normal School for training teachers, as to meet, for the present at least, the want to which I have referred. This subject will continue to receive my best attention, and I hope to be able, in the next report I may have the honor of presenting to Your Excellency, to record the fact of a commencement being made with a prospect of success."

A special agent was sent by the Commissioner of Agriculture, some months since, to visit the Agricultural Colleges of the United States, to ascertain and report upon the best and most successful system there adopted, with a view to the establishment of such an institution in this Province. Mr. Provincial Treasurer Wood, in a speech delivered at an Agricultural dinner lately, at Woodbridge, said that the local Government has already determined upon introducing Agricultural teaching into our Common Schools and also to establish an Agricultural College in this Province, during the ensuing year.

5. AGRICULTURAL EDUCATION IN QUEBEC.

It is proposed to make agriculture a regular study at the Quebec Normal Schools, and a model farm an adjunct of their *materiel*. We have before us, in appendices to the Report of the Minister of Public Instruction, the special reports of Principals Verrault and Dawson on this subject. In the Jacques Cartier Normal School, several of the students (mostly, we presume, the sons of farmers,) have been for some time anxious to obtain such instruction, and the Rev. Principal Verrault also states that the clergy and people of all ranks in life would regard with pleasure the systematic introduction of it. In fact, several persons, thinking that the Abbe Godin's mission to Europe would have immediate effect, had already applied for admission. This desire on the part of our young French Canadian countrymen, and the almost wondrous results of the working of such institutions in France, Belgium, and Ireland, noted by the observant and indefatigable delegate, Mr. Godin, show that there should be as little delay as possible in carrying out the necessary plans.

The Rev. Mr. Verrault thinks, judging from the experience of the St. Anne and St. Theresa farms, that a farm for trial would, if skilfully managed, be a source of profit. He would not have it a mere theatre for experiment, but would carefully avoid everything which would strengthen the prejudice—already prevalent enough—that scientific farming requires a great outlay of money. The farm to which he refers may be purchased for \$8,000. Into further details of Mr. Verrault's report it is not necessary to enter.

In the course of Mr. Dawson's report, he says:—

"The functions of the Normal Schools with reference to agriculture or any art other than that of teaching is necessarily very limited; but agriculture being the most important of all the arts, it is proper that as much attention as possible should be given to it, and that it should be made a means of connecting the work of the school with the practical business of life. When properly used in this way, it may have a two-fold benefit by showing to the student of science the practical applications of principles and by introducing to the practical man the knowledge of the laws on which the success or failure of his operations may depend. Such studies are also not without their value in training the minds of the pupils; and in exalting their appreciation of agriculture as a profession, and exciting their enthusiasm with reference to it."

He recommends (1) that pecuniary aid should be given for the teaching of the subject in the schools throughout the country; (2) that the Normal School should be provided with apparatus, models, specimens and books; (3) that a sufficient salary should be attached to the Professorship of Agriculture to enable its teacher to make it a speciality; (4) that the agricultural professors should be also inspectors of agricultural classes; and that all means should be taken by them and the teachers to inform the people of the value of the subject; and, lastly, that a model farm or even an experimental garden should be established in convenient proximity to the Normal School. Principal Dawson also thinks that there is nothing to prevent female teachers from teaching the science as usefully as others. It might thus be taught in all the Elementary and Model Schools, but there might at the same time be a more extended training on the subject in the Academy classes of the Normal School.

We may add that the theory of agriculture has been taught in the Normal School since its start in 1857—the text book being of late years one especially prepared for his classes by Dr. Dawson himself. Since the organization of the school, 146 pupil teachers, 19 of whom were young men, and all of whom hold Model or Academy diplomas, have been qualified to give instruction in the science of agriculture.—*Montreal Gazette*.

II. Monthly Report on Meteorology of the Province of Ontario.

1. ABSTRACT OF MONTHLY METEOROLOGICAL RESULTS, compiled from the Returns of the daily observations at ten Grammar School Stations, for SEPTEMBER, 1870.

OBSERVERS:—Pembroke—James Smith, Esq., M.A.; Cornwall—J. L. Bradbury, Esq., M.A.; Corvallis—H. B. Spotton, Esq., M.A.; Peterborough—Ivan O'Beirne, Esq.; Belleville—A. Burdon, Esq.; Goderich—James Preston, Esq., B.A.; Stratford—C. J. Macgregor, Esq., M.A.; Hamilton—A. Macallum, Esq., M.A.; Simcoe—James J. Wadsworth, Esq., M.A.; Windsor—J. Johnston, Esq., B.A.

Table with columns: STATION, BAROMETER AT TEMPERATURE OF 32° FAHRENHEIT, TEMPERATURE OF THE AIR, and TENSION OF VAPOUR. Rows include Pembroke, Cornwall, Barrie, Peterborough, Belleville, Goderich, Stratford, Hamilton, Simcoe, and Windsor.

Approximation. d On Lake Simcoe e Near Lake Ontario on Bay of Quinte. f On St. Lawrence. g On Lake Huron. h On Lake Ontario. i On the Ottawa River. j Close to Lake Erie. m On the Detroit River. k Inland Towns.

Table with columns: STATION, HUMIDITY OF AIR, WINDS, NUMBER OF OBSERVATIONS, ESTIMATED VELOCITY OF WIND, AMOUNT OF CLOUDINESS, RAIN, SNOW, and AURORAS. Rows include Pembroke, Cornwall, Barrie, Peterborough, Belleville, Goderich, Stratford, Hamilton, Simcoe, and Windsor.

a Where the clouds have contrary motions, the higher current is entered here. b Velocity is estimated, 0 denoting calm or light air; 10 denoting very heavy hurricane.

REMARKS

Pembroke.—Lightning and thunder, with rain, on 1st, 2nd, 9th. Aurora, 24th, of remarkable splendour. Frost, 17th, 19th. Wind storm, 5th. Fogs, 13th, 14th, 17th, 24th, 28th, 29th, 30th. Rain, 1st, 2nd, 3rd, 4th, 9th, 10th, 16th, 23rd. Continued drought during month, but the rainfall on 2nd and 4th very heavy.

Cornwall.—Fog on 29th. Rain, 1st, 3rd, 9th, 15th, 23rd, 30th. Barrie.—On 2nd, shooting star at 10.15 P.M. 9th, large lunar halo. 25th, brilliant aurora; grand columnar arch, 30° above horizon; maximum brilliancy 8.30 P.M. Fog, 24th. Rain, 1st, 2nd, 3rd, 5th, 7th, 9th, 15th, 16th, 23rd, 24th, 25th, 29th, 30th.

Peterborough.—On 2nd, thunder. 1st and 9th, lightning. 15th, lightning, with thunder. 3rd, swallows gone. 24th, streamers and crimson light; streamers converging in a dome at Z. 25th, falling star WZ. Frost on 12th. Fogs, 3rd, 6th, 13th, 14th, 20th, 22nd, 27th, 29th. Rain, 2nd, 3rd, 4th, 9th, 15th, 16th, 23rd, 24th, 30th.

Belleville.—On 2nd, thunder. 1st and 9th, lightning. 15th, lightning, with thunder. 3rd, swallows gone. 24th, streamers and crimson light; streamers converging in a dome at Z. 25th, falling star WZ. Frost on 12th. Fogs, 3rd, 6th, 13th, 14th, 20th, 22nd, 27th, 29th. Rain, 2nd, 3rd, 4th, 9th, 15th, 16th, 23rd, 24th, 30th.

Goderich.—On 2nd, thunder. 1st and 9th, lightning. 15th, lightning, with thunder. 3rd, swallows gone. 24th, streamers and crimson light; streamers converging in a dome at Z. 25th, falling star WZ. Frost on 12th. Fogs, 3rd, 6th, 13th, 14th, 20th, 22nd, 27th, 29th. Rain, 2nd, 3rd, 4th, 9th, 15th, 16th, 23rd, 24th, 30th.

Stratford.—On 2nd, thunder. 1st and 9th, lightning. 15th, lightning, with thunder. 3rd, swallows gone. 24th, streamers and crimson light; streamers converging in a dome at Z. 25th, falling star WZ. Frost on 12th. Fogs, 3rd, 6th, 13th, 14th, 20th, 22nd, 27th, 29th. Rain, 2nd, 3rd, 4th, 9th, 15th, 16th, 23rd, 24th, 30th.

Hamilton.—On 2nd, thunder. 1st and 9th, lightning. 15th, lightning, with thunder. 3rd, swallows gone. 24th, streamers and crimson light; streamers converging in a dome at Z. 25th, falling star WZ. Frost on 12th. Fogs, 3rd, 6th, 13th, 14th, 20th, 22nd, 27th, 29th. Rain, 2nd, 3rd, 4th, 9th, 15th, 16th, 23rd, 24th, 30th.

Simcoe.—On 2nd, thunder. 1st and 9th, lightning. 15th, lightning, with thunder. 3rd, swallows gone. 24th, streamers and crimson light; streamers converging in a dome at Z. 25th, falling star WZ. Frost on 12th. Fogs, 3rd, 6th, 13th, 14th, 20th, 22nd, 27th, 29th. Rain, 2nd, 3rd, 4th, 9th, 15th, 16th, 23rd, 24th, 30th.

Windsor.—On 2nd, thunder. 1st and 9th, lightning. 15th, lightning, with thunder. 3rd, swallows gone. 24th, streamers and crimson light; streamers converging in a dome at Z. 25th, falling star WZ. Frost on 12th. Fogs, 3rd, 6th, 13th, 14th, 20th, 22nd, 27th, 29th. Rain, 2nd, 3rd, 4th, 9th, 15th, 16th, 23rd, 24th, 30th.

Weather during month equable and delightfully pleasant; the most tender plants have not been checked or injured. Cucumbers, melons and tomatoes still growing; no equinoctial weather; barometric changes very small all through the month.

BELLEVILLE.—Lightning and thunder, with rain, 1st, 2nd, 9th, 15th. Rain, 1st, 2nd, 3rd, 5th, 9th, 15th, 16th, 23rd, 24th, 30th. Streamers and corona observed in aurora of 26th. Barometer steady during month.

GODERICH.—On 5th, large lunar halo at 9 P.M. On 8th, lightning, 15th, thunder, with rain. 1st, 7th, 9th, lightning and thunder, with rain. Wind storms, 1st, 9th. Rain, 1st, 2nd, 3rd, 4th, 7th, 9th, 15th, 23rd, 24th, 25th, 29th, 30th. Month remarkable for steadiness and height of barometer; absence of winds; very fine, clear, pleasant weather.

SIMCOE.—Fogs, 26th, 28th. Rain, 3rd, 5th, 7th, 8th, 16th, 24th, 29th, 30th. Beautiful weather, but much sickness; an unusual degree of malarious disease.

STRATFORD.—On 7th, thunder with rain. 15th, lightning, with thunder. Frost, 12th, 13th, 20th. Fogs, 10th, 12th, 24th, 26th, 28th, 29th. Rain, 3rd, 7th, 15th, 16th, 23rd, 24th, 25th, 29th, 30th. The frosts this month were very slight, doing no damage to vegetation.

HAMILTON.—On 1st lightning. 9th, lightning and thunder, with rain. 15th, rainbow at 4 P.M. 20th, auroral arch, streamers, and crimson vapour. 25th, a number of arches, dipping towards W, streamers and crimson vapour. Wind storm on 16th. Fogs, 13th, 16th. Rain, 3rd, 5th, 9th, 15th, 16th, 23rd, 24th, 25th, 29th, 30th. Splendid weather during whole month.

WINDSOR.—On 2nd and 15th, lightning. Lunar halo on 2nd, 3rd, 4th, 5th. Meteors on 4th, 7th, 12th (2), 17th (2), 18th (4), 20th, 21st, 27th. Frost on 5th. Fog, 21st. Rain, 3rd, 9th, 24th, 29th, 30th.

III. Intercommunications with the "Journal."

1. PROOF OF THE GEOMETRICAL THEOREMS OF W.

J. C. GLASHAN.

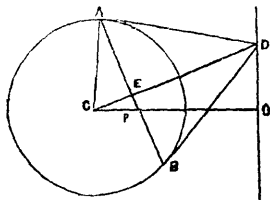
"From a point A without a circle (centre O) draw the tangent AC, and the line ABO cutting the circumference in B. Bisect AC in D. Let fall the perpendiculars CE, DF on AO. Draw FG touching the circle in G. Join GE and produce to meet the circle in H. Then (1) HB is a side of the inscribed square. (2) $HB^2 = HE \cdot HG$. If $EG = OE$ then HGB is a side of the inscribed equilateral triangle. $GB^2 = GH \cdot GE - GB \cdot GH$.

Lemma I. If tangents be drawn from the extremities of a chord of a circle, the straight line joining their point of intersection with the centre of the circle bisects the chord at right angles.

Lemma II. Converse of Euclid III. 22. Prove by *reductio ad absurdum*.

Definition.—Join any point with the centre of a circle, and take a point on the joining line such that the rectangle under the distances of it and of the given point from the centre shall be equal to the square on the radius. The perpendicular through the assumed point to the joining line is called the *polar* of the given point which is called the *pole*.

Lemma III. A chord is drawn through a fixed point and tangents at its extremities, the locus of their intersection is the polar of the fixed point.



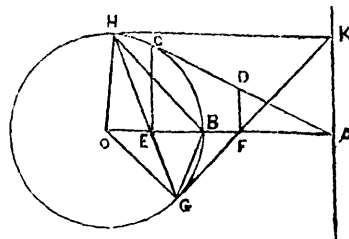
Let C be the centre of the circle and P the fixed point, and let the tangents AD, BD at the extremities of the chord AB passing through P meet in D.

Through D draw DO perpendicular to CP (produced if necessary). Join CD, bisecting AB at right angles, in E (Lem. I.) and DAC is a right angle $\therefore DC \cdot CE = AC^2$ (Euc. VI. 8 cor. and 17). And the angles POD, DEP are right \therefore the points D, E, P, O lie on the same circumference (Lem. II.) $\therefore DC \cdot CE = OC \cdot CP$ (Euc. III. 36 cor.) $\therefore OC \cdot CP = AC^2$ \therefore DO is the polar of P, that is, the point D always lies on the fixed straight line, the polar of P.

Corollary.—If DO equals AC, then is ACO a right angle. The points A, C, O, D lie in the circumference of a circle (Lem. II.) \therefore if

DO equals AC, the angle DCO equals ADC (Euc. III. 27) \therefore the angle ACO is a right angle (Euc. I. 32).

Lemma IV. The diagonals of a square bisect each other at right angles, and conversely.



Theorems.—Construct as directed. (1.) Through A draw AK perpendicular to AO, AK is the polar of E for the circle HCB (Lem. III.), for A is the intersection of tangents from the extremities of the chord of which CE is the half and AK is perpendicular to OD produced. Produce GF to intersect the tangent from H in K a point in AK (Lem. III.) Join HO, OG. AC is bisected in D $\therefore AF = FE$ (Euc. VI. 2) $\therefore AO \cdot OE = OE^2 + 2OE \cdot EF$ (Euc. II. 3 and 1). $AO \cdot OE = OG^2$ (def.) $\therefore OE^2 + 2OE \cdot EF = OG^2$ $\therefore OF^2 = OG^2 + EF^2$ (Euc. II.) $= OG^2 + EF^2$ (Euc. III. 18, I. 47) $\therefore GF = EF = FA$ $\therefore AK = OG$ (Euc. I. 26) $= HO$ \therefore the angle HOA is a right angle (Cor., Lem. III.) \therefore HB is the side of the inscribed square (Lem. IV.).

(2.) Join GB. The angles HGB and HBE are equal (Euc. III. 20) $\therefore HB^2 = HE \cdot HG$ (Euc. VI. 4 and 17).

(3.) $OE = EG$ \therefore the angle OGE = angle GOE (Euc. I. 5). The angle FGE = angle FEG (1st and Euc. I. 5) = twice angle OGE \therefore thrice angle OGE = a right angle (Euc. III. 18) \therefore angle FGE = $\frac{2}{3}$ of a right angle \therefore HG is a side of the inscribed equilateral triangle (Euc. III. 32).

(4.) Produce HB to L so that BL = BG. Join GL and from G let fall GN perpendicular to BL. The angle HBG = $\frac{1}{2}$ right angle (3rd and Euc. III. 22) \therefore triangle BGL is equiangular (Euc. I. 13, 32, 5) $\therefore 2BN = BL = BG$ (Euc. I. 26). $HG^2 = HG \cdot GE + HB^2$ (Euc. II. 2 and 2nd). $HG^2 = HB^2 + BG^2 + 2BN \cdot BH$ (Euc. II. 12) $= HB^2 + BG^2 + GB \cdot BH$ $\therefore GB^2 = HG \cdot GE - GB \cdot BH$. Q. E. D.

Lemma III. is an important proposition in the theory of polars, a theory which, by a set of some half dozen propositions, all as simple as the Lemma, doubles, as it were, the propositions of geometry; that is, any theorem of position being admitted to be sure, the theory of polars immediately gives another as true. If W., or some other reader of the *Journal*, would give a few elementary articles on The Modern Geometry (synthetic) I believe they would be most interesting to many teachers who have "kept to Euclid." Meanwhile, I propose several theorems well known in the polar theory, and not very difficult to be proved by the Ancient Geometry. Those who follow the latter will, where necessary, translate the enunciation into Euclid's language. To facilitate this I give two enunciations of the first. It was proposed by Sexell Nova Acta Petrop. 1780.

(1.) ABCD is a quadrilateral inscribed in a circle whose centre is O, and the opposite sides are produced to meet, viz.: AB and CD in E, and BC and AD in F; join CO and FO, meeting the circle in R and S; take OP : OR :: OR : OE, and OQ : OS :: OS : OF, then if EQ, FP be drawn they will be perpendicular to FO, EO:—

Or, if a quadrilateral be inscribed in a circle the pole of each extremity of the third diagonal passes through the other extremity.

(2.) If a quadrilateral be inscribed in a circle, and another circumscribed, touching at the angular points, their diagonals intersect in the same point: their third diagonals are in the same straight line; the intersection of each pair of their three diagonals is the pole of the remaining one; and the intersection of their diagonals and the extremities of the third diagonal of the inscribed quadrilateral are each the pole of the line joining the other two of these points.

(3.) If a quadrilateral be inscribed in a circle and the figure completed, the square on the third diagonal is equal to the sum of the squares on the two tangents from its extremities, the tangents from the middle point of the third diagonal are each equal to half the diagonal, and the circle on the third diagonal as diameter cuts the given circle orthogonally.

(4.) The circles circumscribing the four triangles of a complete quadrilateral all pass through the same point, and this point and the four centres all lie on the same circumference.

Def.—If the two pairs of opposite sides of a quadrilateral be produced to intersect, the straight line joining the points of intersection is called the *third diagonal* of the figure which is called a *complete quadrilateral*.

Def.—If two circles intersect and the tangents at the points of intersection be at right angles, the circles are said to cut *orthogonally*,

(5.) If any point whatever be joined to the vertices of a triangle, and from the point perpendiculars be drawn to the joining lines, these will meet the sides opposite to the corresponding vertices in three points in the same straight line.

Query.—Is any reader of the *Journal* acquainted with an artifice for the reduction of $x^2+y=11$, $x+y^2=7$ to the quadratic form?

2. THE PRINCIPLES AND PRACTICE OF EDUCATION ; OR, THE SCIENCE AND ART OF TEACHING.

BY GEORGE VICTOR LE VAUX, F.C.T.

(Continued from last No.)

COURTESY OF MANNER AND OTHER CHARACTERISTICS.

Every person desirous of being a successful teacher, should possess an extensive knowledge of human nature, and especially that of children. Sensible and cautious, he should know when to censure, and when to praise—when to rule their passions, when to guide their affections, and when to direct and govern their ambition. Kindness of disposition, and courtesy of manner, will enable him to rule both young and old with an almost despotic sway. Let him, therefore, endeavour to possess those noble and pleasant characteristics. He should never fail to cordially greet the parents of his pupils wheresoever he meets them. In public and in private he should always act so as to merit and win their confidence and esteem. In like manner, wherever he meets his pupils, (or any of them) he should always recognize them courteously—with smiles, not with frowns, with kind and affectionate looks, not with a stern countenance. He should teach his pupils politeness, not only by precept, but by example. He should never fail to impress on their minds that they “should rise up before the hoary head, and honor the face of the old man.” We may be excused if we digress for a moment, to relate from Ancient History, an anecdote which would seem to be a commentary on the foregoing quotation—an anecdote exhibiting clearly and fully what we mean by *true politeness*, whilst it affords an example worthy of imitation by the youth of every age.

On a certain memorable occasion, in days gone by, a number of Greeks assembled at an Athenian theatre to see the acting of a “star” of primitive times. The Spartan ambassador and his countrymen occupied a part of the house opposite that allotted to the Athenian aristocracy. When the actor had got about half through,* and during an intermission in the play, it happened that an old man, a citizen of Athens, came in, whose head was white with the snows of age. The young Athenian aristocrats resolved to have a joke at his expense, and, therefore, pretending to make place for him, beckoned that he should come amongst them and take a seat. He did so, but when about to sit down, “the wags” closed on either side and re-occupied the vacant space. They then laughed at the chagrin of the old man. The gallant young Spartans having observed this rude and insolent “performance,” every man of them rose instantaneously and remained standing, whilst one of their number went over to the old gentleman and begged permission to conduct him to a seat. The old man complied, and, leaning on the arm of the noble youth, crossed to the other side of the house, where he was requested to take the *most honourable seat*. Having done so, the whole band of Spartans quietly resumed their seats. The people in the galleries having observed this noble conduct, cheered and re-cheered the gallant Sacaddemonians, and the rude Athenians, now blushing at their own conduct, held down their heads with shame. Both parties received their reward—remorse was the lot of the one, and an approving conscience the glory of the other. When the cheers had died away, the worthy sage arose, and after thanking the kind “foreigners” for their attention and example, expressed his regret that his fellow citizens, *knowing what was right, did what was wrong*; but was glad to find “the Spartans practised what the Athenians knew.” Thenceforth, Spartan courtesy was praised in every Grecian home. By that one act these young men have set a worthy example to the youth of every age, and have, therefore, made the world their debtors for time and eternity. Macaulay, referring to this act, writes as follows:—

In Athens, ere its sun of fame had set,
Midst pomp and show the gazing crowds were met,
Intent for ever upon something new—
The mimic wonders of the stage to view.
The seats were filled, but ere the show began,
A stranger entered—’twas an aged man.
Awhile he sought a place with aspect mild,—
The polished Athenians sat and smiled.
How poor the produce of fair learning’s tree,
That bears no fruit of sweet humility.
The Spartan youths had their appointed place
Apart from Athen’s distinguish’d race,
And rose with one accord, intent to prove
To honoured age their duty and their love;

* Some authors say “before he commenced.”

Nor did a Spartan youth his seat resume
Till the old man found due and fitting room.
Then came the sentence of reproof and praise,
Stamped with the sternness of ancient days;
For, standing full amidst the assembled crowd,
The venerable stranger cried aloud:
“The Athenians learn their duty well; but lo!
The Spartans practise what the Athenians know.”
The words were good, and in a virtuous cause—
They quickly earned a nation’s glad applause
But we have surer words of precept given
In God’s own Book—the words that came from Heaven:
“Be kind, be courteous, be all honour shown—
Seek others’ welfare rather than thine own.”

Real courtesy should be a leading characteristic of every teacher—we mean true politeness—that politeness which springs from benevolence, and the genuine kindness of a noble heart. This characteristic is indispensably necessary to his success. Being cheerful in disposition, kind and courteous to children, parents, friends and enemies, he cannot possibly fail to obtain the esteem and good will of all, both intelligent and ignorant. He will thus obtain a good name, which is “more desirable than great riches.” The experiment will cost him nothing; let him try it.

No vulgar jests, no coarseness of language, no disagreeable epithets, and, above all, no profanity, should ever stain the lips, habits, or character of the teacher. His language should be always pure, accurate and chaste. By precept and example he should instruct the rising generation to be guided in all things by the word of Him who said, “Whatever ye would that men should do unto you, even so do unto them.” Should he do so well and faithfully, an abundant harvest will be the result of his labours, and in days to come, “many will rise up and call him blessed.”

REGULARITY AND PUNCTUALITY.

The teachers should be regular and punctual in everything he undertakes. It behoves him to be always a bright example of order and system, not only for his own sake, but for that of the imitative beings committed to his charge. System in all things, and punctuality in everything, should be the order of his life. Otherwise he cannot induce his pupils to practice them. Unless his own actions exemplify his precepts, he cannot, with propriety, insist on their observance by others. He who neglects to practise what he teaches or preaches, is, at best, but a recruiting agent for the already numerous army of hypocrites. His tongue says one thing and his actions say another, of opposite or different import, so that he is divided against himself. How contemptible! As time rolls away, he gradually sinks in public estimation, and the only thing in which he succeeds is in making himself ridiculous. If possible, the teacher should never be late in his attendance at school. As a rule, he should arrive at least five minutes before the time, and dismiss his pupils punctually when *their* time is up. If he love not punctuality and regularity himself, how can he expect his pupils to do so? It is true that “method is the hinge of business,” and there can be no method without punctuality.

NOT TO UPBRAID HIS PUPILS WITH CERTAIN DEFECTS.

Moreover, the teacher should be particularly careful never to upbraid a pupil with his (or her) mental or physical defects. It is not gentlemanly—it is not consistent with refined feeling and Christian principle to do so. On the contrary, his interest in, and kindness towards the party should be the more marked in consequence of these defects. Above all, he should be careful not to allude to them or their accompanying singularities of manner in the presence of other pupils. Even when addressing a pupil, the teacher should not gaze on, or appear to notice, any physical defects with which he may be afflicted.

PERSONAL QUALIFICATIONS OF THE TEACHER.—THE SCHOOLMASTER ABROAD.

The school is a miniature world, and the teacher is its legislative, judicial and executive officer. How few are qualified to unite in themselves and properly discharge those three-fold functions? Such men, if to be had at all, are rarely found. One such man would be worth more than all the gold and silver in the world. The teacher is the life of the sphere in which he moves. He moulds the character of the rising generation, and they, in turn, shall mould and rule the destinies of their fellow-men. How important, therefore, that he should be worthy of his position, for “as the teacher, so shall be the pupils.” His profession is certainly not remunerative in proportion to its utility. It is, nevertheless, keeping pace with the march of civilization. Indeed, the educator himself is the great civilizer of the world. “The schoolmaster is abroad,” said one of England’s worthies, “and the masses are rising in the social scale—knowledge shall give them that power they so well deserve.”

ATTAINMENTS AND REMUNERATION.

Without teachers man, in the course of a few generations, would

retrograde into a state of barbarism. In the nature of things, *his profession shall progress onward and upward, until it marches in the van of all others.* The greater his literary attainments and qualifications, the greater will be his influence on the community. To command the reverence of his pupils, and the esteem of his friends and acquaintances, his attainments must equal, if they do not exceed, those of the most learned inhabitants of the district in which he resides. In the nature of things, the teacher's talent and literary acquirements must, for some years to come, be in advance of his remuneration. His acquirements must, at least, be equal to his compensation, otherwise he cannot reasonably expect it to be increased. Moreover, if he does not grow in knowledge, he cannot grow in power, and is sure to be left behind in the grand march of intellect; and ultimately, will have to give way to a better man, as he himself will become incompetent for his position.

APTNESS TO TEACH.

It is a very difficult thing to be a *good* teacher, and without being *apt to teach*, it is impossible to be a successful one. Integrity of character and literary attainments, though essential, are as nothing without this divine quality. In some, this *aptness to teach* is the gift of nature; but in the generality of cases, it is an acquired power. We believe it can be acquired by a careful study of human nature, and of the young heart especially.

3. PROVINCIAL DEAF AND DUMB ASYLUM.

The Deaf and Dumb Institute, lately erected at Belleville, was opened on the 20th ult., by Lieutenant-Governor Howland, with the customary formalities. The Institute was formally opened for the reception of pupils on Tuesday, and several have already arrived, and are now in the institution. The County Council of Hastings appointed a Committee to co-operate with the Town Council of Belleville in arranging the ceremonial. A public holiday was declared by the Mayor of Belleville. There was but little bunting displayed in the town, but the inhabitants turned out in good force. Altogether the proceedings went off satisfactorily.

On arriving at the Institution, Hon. J. Sandfield Macdonald received the visitors at the entrance, and they were shown over the building by the Principal, Dr. Palmer. Great satisfaction was expressed at the architectural appearance and situation of the buildings, of which we append a

DESCRIPTION OF THE INSTITUTION.

The Asylum is erected on a lot of 86 acres in extent, purchased for \$4,600, about one mile west of the town of Belleville, and fronts the Bay of Quinte. The building is designed in what is termed the Domestic style of Gothic architecture, modified to suit the requirements of the climate, and has a very pretty appearance. It is constructed of brick and stone, procured from the neighborhood, from the designs of Mr. Smith, architect of Toronto, which were approved of by Mr. Langmun, the Government Inspector of Asylums, &c. The roof is of the Mansard construction; is fitted with windows and gables, and covered with slates and galvanized iron, and surrounded with handsome iron railings. The land has a gradual rise from the bay towards the rear, the building being about 40 feet above the waters of the bay, and 1,400 feet distant. Great facilities are consequently afforded for drainage purposes, and an unfailing water supply is furnished by the lake. The building is situate about three miles from the Belleville station on the Grand Trunk Railway, which runs about a mile at its rear, while the Trenton macadamized road runs through the southern portion of the farm. The following are some of the details of the building, as furnished by the architect, Mr. Smith:—

The main building is 208 feet long, with an average width of 50 feet. In the rear of the main building, but connected with it by a covered passage, is the dining room, which is 60 feet long, and 30 feet wide; a kitchen 32 feet long, by 24 feet wide; also a store room, pantry and cook-room; over the dining-room is the lecture room, having the seats raised at the rear, radiating from the teacher's platform, behind which are large slates built in the walls for writing on. Over the kitchen extension are the male and female sick ward, each having separate entrances, and supplied with baths and water-closets. The centre hall is twelve feet wide, and runs through and connects with the dining-room. In this hall are the principal stairs, at the first landing of which is a passage connecting with the lecture room. The main corridors are six feet wide, run across the centre hall, and connect with the school rooms each end of the building, each of which is sixty feet long by thirty-seven feet wide, with two class-rooms in the rear of each. There will be ten class-rooms in all, four in the centre portion of the first floor, and six on the ground floor. On the ground floor of the main building are also the superintendent's apartments, reception room, and

clerks' rooms. The first floor is wholly occupied with dormitories, matron's and students' rooms, assistants' rooms, clothes rooms, and class rooms. The second and attic floors are taken up with dormitories, which have ceilings fourteen feet high, and are thoroughly ventilated. There will be accommodation for over 350 pupils of both sexes; particular care has been taken in arranging the building, to have the sexes completely isolated. The dining-room is entered by covered passages from the male and female halls. There are ample play yards on each side of the building, enclosed with high fences, for the males and females; also large covered sheds for play in winter and wet weather. The building is heated with steam, the boiler room being away from the building, but so arranged as to connect with the fuel cellars, under the kitchen extension. The ventilating fires will connect with the boiler chimney stack in such a way as to secure perfect ventilation.

The front is in five divisions, the grand entrance being under the tower, which terminates with a very steep roof and spire, with ornamental wrought iron vane.

The outbuildings consist of stable, cow house, harness room and carriage house, in one building, 93 feet by 23 feet, and a frame woodshed, &c. They are situated about 200 feet in the rear of the main building, and are connected with the front and side roads by macadamized roads. A fine avenue leads from the Trenton road, at the entrance to which is constructed a brick lodge and handsome gate entrance, the whole grounds being enclosed within a strong picket fence eight feet in height. The vote of the Provincial Parliament for the erection of the institution was \$75,000, which, it was estimated by Mr. Kivas Tully, would cover the total cost of the land and buildings.

After viewing the Institution, the company adjourned to the platform erected in the grounds, where Mr. A. F. Wood, the County Warden, read an address to the Lieutenant-Governor, the Hon. Wm. P. Howland, C. B.

In reply, His Excellency said: The policy of rendering aid by the Government to an institution for the education of the deaf and dumb has been sanctioned by the people of Canada, through their representatives, previous to Confederation, and since by the Legislature of this Province, but this has only been carried out heretofore upon a limited scale, and without adequate means or accommodation to meet the public requirements for that object.

The institution which we have met together to-day to inaugurate will be established in a building erected on a beautiful site, and situated in a healthy position, with ready means of communication from all parts of the Province, and in the vicinity of an intelligent and enterprising people.

The means provided by the Legislature for its support, in connection with an institution for the education of the blind, which is now in course of erection, will meet the requirements of those unfortunate people, whose instruction has not heretofore been adequately provided for, and complete that system of education for all classes of the people which has tended so much to our honor and advancement."

At the entertainment spirited addresses were delivered by the Governor, the Premier, Mr. Treasurer Wood and other gentlemen.

Dr. W. J. Palmer, Principal of the State Institution in North Carolina, has been appointed Principal. Messrs. Coleman and Green accompany him as assistants. Mr. McGann, of Hamilton, also occupies a position in the Institution. It is computed there are three hundred mutes in Ontario, and about 80 applications for admission have been received.

IV. Biographical Sketches.

1. THE HON. DR. ROLPH.

We regret to announce the death of the Hon. Dr. John Rolph, which took place at Mitchel, in the county of Perth, where the venerable Doctor has lived since his separation from Victoria College. Dr. Rolph hardly leaves a survivor among those who were prominent in public life in Upper Canada during the ante-rebellion period. He was born in Gloucestershire, England, on March 4, 1793, being the second son in a family of eighteen, of whom but three survive. He first studied at a public school, and came to Canada in time to take part in the war of 1812. He was taken prisoner, and after his liberation went to England; entered at Cambridge; studied law and became a barrister of the Inner Temple; applied himself to medicine under Sir Astley Cooper, and was admitted a member of the Royal College of Surgeons. Returning to Canada, he practised both law and medicine in the County of Norfolk; for in the then thinly-settled state of the country few had the requisite knowledge to practice either successfully. Dr. Rolph subsequently removed to Dundas, and practised law. It was here that after a

difference with one of the judges, he threw off his barrister's gown, and never assumed it again. He removed to Toronto in 1832, and there commenced the practice of his profession. He also taught a private class in medicine, for there was then no regularly organized medical college in the Province. He was urged by Sir John Colborne to establish a medical college, and was promised every assistance; but being then engaged to some extent in political life, he was forced to decline. He then commenced the profession of medicine, for which he had received some preliminary training in early life, but continued always an attached friend and active supporter of liberal institutions, in the Legislature and out of it. He soon took the prominent position to which his liberal education and great abilities entitled him; and to his instruction and the love of knowledge, which to the last he never failed to inspire in those who came under the magic of his eloquence, many men who have since made their mark on the history of Canada owe their first start in intellectual progress. Notable among these is the present Chief Superintendent of Education, who has acknowledged that if he has achieved any distinction, it is mainly due to the love of knowledge with which he was inspired by the eloquence and example of Dr. Rolph, and who knows well the eminent services rendered by the deceased to the Wesleyan Methodist body. One of his most celebrated efforts was a speech delivered in Toronto in favour of the secularization of the clergy reserves, in which the whole question of the connection between church and state, was argued with eloquence and ability. With regard to the charge of treachery when sent with the flag of truce to the insurgents by Sir Francis Head, it has been so effectually refuted by his own testimony, by the testimony of Mr. Hugh Carmichael, and Hon. Robert Baldwin, that it is strange it should be alluded to as a question which has not yet been decided, even if McKenzie had not made the admission which he did—"that he might have been mistaken, and that Dr. Rolph might have returned a second time, as stated by Mr. Hugh Carmichael." He settled at Rochester, New York State, and remained there till the year 1843, when he returned to Toronto unmolested, and resumed the practice of the medical profession. He established the medical school, at first known as "Rolph's School," but subsequently as the Medical Department of Victoria College, and mainly through his own efforts, though in the face of the most uncompromising opposition, made it the first school of the kind in Upper Canada. As a teacher he had no superior. He had his own departments specially assigned him, ordinarily doing the work of two men; but were any of his colleagues ill or absent, he would lecture for them in their several branches, as thoroughly as if they were those which had been specially assigned to him. His readiness in this respect, and his thorough preparation, was a subject of astonishment to his colleagues. He nevertheless always succeeded in obtaining the assistance of men of talent and acquirements. The school has done much valuable work in training the physicians and surgeons of Canada. Its pupils are to be found, in fact, in all parts of America, and even in Europe; and all of them remember the charm which Dr. Rolph threw around his lectures by the beauty of his diction and the perspicuity and breadth of his views. Until two years ago Dr. Rolph continued his work of teaching. For only a short period did he abandon it to re-enter public life. He joined Mr. Malcolm Cameron in his crusade against the Baldwin-Lafontaine Government of 1848-50, and took office with that gentleman under Mr. Hincks, in 1851. He left office with his colleagues in 1853, and continued in Parliament to the close of the term for which he had been elected for the County of Norfolk, and then retired from public affairs. He was too old a man to return to the arena of politics, with any prospect of taking the position which his abilities as a speaker would have otherwise secured to him. In his early days he manifested many valuable qualities as a leader of public opinion, and did good service in securing for Upper Canada, the liberal institutions which she now enjoys. His chief weakness, one that apparently grew upon him with age, was a love of *finesse*, which marred his influence with the people, even when he had a good end in view. As an orator, and as a medical teacher, he deserves to take his place in the ranks of Canadian worthies, and his death will be noted with a sigh of regret by hundreds in Upper Canada, who remember the time when the term liberal was a mark of reproach, and who honoured with their highest admiration a man who did not hesitate to change his profession in middle life, as a protest against what he believed to be wrong-doing in the highest places in the land.—*Globe, Leader, and Stratford Beacon.*

2. MOST REV. THE ARCHBISHOP OF QUEBEC.

The venerable Archbishop of Quebec yesterday evening reached the goal of his earthly existence at the ripe age of 72. He had latterly filled a place in the public mind more prominent than usual, on account of the painful illness by which he was effected. He re-

turned from Rome, whose Ecumenical council he all along attended, in May last, in delicate health, suffering, we believe, from that malady, which was to assume a fatal form a few months later. His return home was warmly welcomed by his extensive flock, and regarded with more than passing interest by men of other denominations. This leads naturally to the consideration of his personal qualities and popularity. Though even to persons of another faith, like ourselves, the duty of recording the Archbishop's death is a painful one, it is yet a pleasant duty to bear cheerful testimony to his mild, kindly, liberal and paternal character—to amiable and excellent qualities—such as never fail to bridge over the differences of faith in social intercourse, and endear a man to his fellows, of whatever creed. Some men like the lamented deceased and the noble Archbishop of Halifax (Connolly,) can cultivate the virtue of tolerant silence, or theological reserve, to the extent of avoiding offence to the susceptibilities of their separate brethren. Such men prefer to exhibit the points of agreement with their neighbors, to those of disagreement; and to show that, though not one in all the articles of faith, they may be one in the spirit of Christian love and self-devotion to humanity's worthiest calls. The deceased bore the reputation of a good theologian and a scholar, though not a great preacher. Gifts of head, enough, he had; but who would not prefer to remember a man by his gifts of heart by those endowments and impulses which flow from the purest, the highest spring to which humanity has access? These are at once the loveliest and the strongest ties by which society is held together—the influences which banish the vile dross of selfishness, and display in the most attractive brilliancy, the truest metal of our kind. It is a maxim of universal acceptance, that no man's merits are fully recognized till he is dead, then the great gap made by his departure is seen in all its startling extent. But it is something for the living to be proud of when men in offices like the late Archbishop's, filled in mixed communities, succeeded in gaining, besides the esteem of their own denomination, the respect of those belonging to its rival. The deceased, after a long, laborious and useful life, has passed away with such laurels on his brow, and the deep grief of a multitude of friends and the sincere regret of a whole community. The Most Reverend Charles Francois Baillargeon, fifteenth Bishop and third Archbishop of Quebec, was born at Isle aux Grues, on the 25th of April, 1798, and ordained Priest on the 1st of June, 1822, by Bishop Plessis.

3. VERY REV. VICAR GENERAL GORDON.

The Very Rev. Edward Gordon, late Vicar General of the diocese of Hamilton, was born the first of November, 1792, in the city of Dublin. In 1796 a maternal uncle took him to the County of Wicklow, where he remained till 1811. From 1811 to 1814 he resided with the priest of the parish of Black Ditches (now Valley mount) in the county of Wicklow, under whose care and direction he pursued his studies until about the end of the latter year. In 1817, he left England and came to Quebec. From this latter place he went to the College of St. Raphael's, which had just then been opened in the County of Glengarry, by the late Bishop McDonnell. Here he remained until the completion of his theological studies, when he was ordained priest on the 29th of January, 1829. After his ordination he remained at this place for one year, and was then 'detailed for duty' at York (now Toronto.) After remaining for a short time as curate to the well known Dr. O'Grady, then parish priest of York, he was assigned to a parish which in the present day would be considered too extensive for any one clergyman, comprising as it did, all the country between and including the township of Scarboro on the east, the township of Nelson on the west, and the extent of civilization on the north. On St. George's day, 1834, he landed at the town of Niagara, of which place he had been appointed parish priest. In his appointment to this parish his circuit of duties had not been contracted for. In addition to the town of Niagara (then a garrison town of some importance), he had to look after the spiritual affairs of the Roman Catholics of that tract of country which is now comprised within the limits of the Counties of Lincoln, Welland and Monck. From his arrival at Niagara, including the days of the rebellion of '37 and '38 when he was on active duty, and rendered good service along the frontier from Niagara to Fort Erie, he never was absent for a day from duty. On the 13th Nov., 1864, he arrived at this city, and superseded the late venerable Vicar General McDonnell. From that time up to a few days after the arrival of his Bishop from Rome, he was never absent from his post, except for a few months when he went to Rome, expressly to pay his respects to Pope Pius IX., by whom he was most cordially and affectionately received. On his way home he visited his native city and the parish where he first went to school, but, as he said, found great and in many respects beneficial changes.

4. CAPTAIN RICHARDSON.

The deceased was born on the 12th June, 1784, in London, England, and was the second son of Thomas Richardson, a flourishing West India merchant. In 1798 he went to sea and served with distinction; but in 1810 he had the misfortune to be taken prisoner by the French, and was incarcerated in no less than three prisons, viz: Verdun, Arras and the military gaol in Paris; his imprisonment lasting until 1818. In the spring of 1821 he came to Canada, and in 1823 was appointed Captain in the 2nd Militia Regiment, under Sir John Beverley Robinson. In 1825-'26 he built the steamer *Canada*, and made his first trip to Niagara on the 7th of August, 1826. He buoyed and beacons the Toronto harbor, and kept a light at the old blockhouse at the garrison, at his own expense, until 1833, when he obtained the passage of an Act of Parliament to project a pier at the entrance to the harbor and erect a lighthouse. This now forms the site of the Queen's wharf. He took a great interest in the harbor, and published a pamphlet giving his own views as to the best way of preserving it. In 1837 he was appointed Harbor Commissioner with Major Bonycastle and Chief Justice Draper. In 1845-'46 he built the steamer *Chief Justice*, and in 1852 he was appointed Harbor Master.—*Leader*.

5. GENERAL ROBERT E. LEE.

A great soldier has settled the strife of life; a warrior of renown has just surrendered to the scythe of the Death Reaper. Robert E. Lee—gentleman, soldier, Christian, hero, and scholar—has just breathed his last. In blood-stained, war-trodden Virginia, and where his name is hallowed by heroic deeds, there will he lie. He was a second Washington, in all but attaining his ends. He was as self-denying, as modest, as quick of perception, as swift in action, as grand in reverse, and as noble in all that constitutes a soldier, as he they call the Father of his Country. Robert E. Lee was born in 1808, of an old English family which had been settled in Virginia for many generations before the American Colonies separated themselves from their allegiance to Great Britain. He was a gentleman by birth, breeding, and social position. He belonged to what were called the "First Families of Virginia"—an aristocracy as proud, as haughty, and as exclusive as that of the Old Country. There were the Hamptons, the Fourquiers, the Washingtons, and the Pagets. They possessed enormous estates with numbers of negroes, and lived in lordly style. Lee was a very large landed proprietor, his beautiful mansion, situated at Arlington Heights on the banks of the Potomac, had an extended view of the Capitol of Washington and the surrounding country. It was stored with some of the most sacred heirlooms of the Washington family. When the war broke out, and he was compelled to retreat, the paintings were stolen, the rich library despoiled, and vandalism ran rampant over the rich and varied collection which adorned his beautiful residence. The negroes finished the ruin, and the last vase, the last statue and the last shrub and flower soon disappeared and left the walls to echo to the empty shouts of wondering soldiers. But, to return: Robert E. Lee was educated at West Point, the Military Academy of the United States. On the breaking out of the Mexican War, he was appointed to the Engineer Corps, and fought under the eye of Scott, through the campaign which culminated in the capture of the city of Mexico, and the separation of Upper California from its protection and its incorporation with the United States. Lee was twice wounded at Chapultepec. Beauregard, McClellan, and Lee all greatly distinguished themselves in the same corps, and were frequently mentioned in Scott's despatches. At the close of the Mexican War, he was appointed Superintendent of West Point; three years after this the Crimean War burst over Europe, and the Secretary of War, Mr. Jefferson Davis, determined on appointing some distinguished officer to accompany the French and English armies, to report upon the plan of operations, and the formation of the various European armies. McClellan, Delafield, and Lee, were sent over. Lee received on that occasion the rank of Lieut.-Colonel 2nd Regt. Cavalry. In 1861, when the first rumblings of war were moving over the peaceful face of America, he was stationed at San Antonio, Texas. He is said to have received the news of the coming struggle with the most profound grief. Unlike some of his fellow-officers who were elated at the prospect of crossing swords, he called to mind the scenes he had witnessed in Mexico—the desolated villages, the houseless families, the burning homesteads; and, last of all, the horrible carnage of war. Now, he heard men who had fought side by side, who had campaigned together, and spent months in the wild ranches, breathing defiance, and speaking bitter words. He pondered long, but when at last he heard that his State had cast her lot with the South, he felt that his family, his birth-place, called for his arm, and duty bade him resign his commission, and draw his sword in defence of Old Virginia. Upon taking his resolution, he immediately started for his home with the intention

of raising a militia regiment for the purpose of assisting in the defence of his native State. It may, perhaps, not be out of taste to make some remarks in reference to the statement made that Gen. Lee had stated he would never fight out of his State. The facts are that Gen. Lee never intended to fight until his State was attacked. We all know that Ellsworth crossed to Alexandria, and the 79th New York went over to Arlington Heights, which was the first real demonstration. Lee was a cipher at Bull Run and Manassas; Joe Johnson and Beauregard were the men the South relied on; but after a time, President Davis, who had watched the career of Lee, gave him the command of the Virginia troops—he was appointed commander-in-chief of Virginia. No sooner was he appointed than he gave promise of his future glorious career. In a few days he organized a force: gathered up the remnants of Garrett's corps, which had been badly defeated at South Mountain, rushed on and soon cleared the north west of Virginia. Then he was appointed Minister of War, when he manifested extraordinary ability in preparing for the campaign of 1862. Night and day he laboured to furnish the army with artillery and all the necessary equipment for a vigorous war. He held consultation with the various generals day after day, he pointed out to them his plan of campaign, he drew attention to the various features of the country, and seized intuitively upon the most advantageous lines of defence. In direct opposition to the opinion of Beauregard, who proposed his favorite Manassas Gap and Bull Run, Lee demonstrated that the line of the Rappahannock and Rapidan was the best, and surely if ever a series of battles and attacks of superior against inferior numbers were fought, those on the Rappahannock may stand pre-eminent. Strategy and good generalship defeated superior numbers and heavier artillery. The years 1863 and 1864 proved the truth of Lee's theory.

The war was over. Lee's sword had been surrendered to Grant. When next we hear of him, we find him the Professor of a College in his native State. We read that students were flocking from all parts of the Union to be under his tuition. We hear of him, dignified as a Washington, receiving the homage of his admirers, as modest as a Cincinnatus returning to the plough. I have seen many faces in my time, but not one that combined firmness, benevolence and dignity so well. This face was more refined than that of Garibaldi. He had not that chiselled coldness that Washington shows; he had none of what I should imagine Havelock had, a sweet sternness, a firmness of lip and yet a smile of the eye that softened all the face. Lee physically, was a perfect man—full six feet high, and of an imposing appearance; he had an eye as bright as the eagle, it was clear black, and with a world of kindness and sympathy; his hair and beard, time, care and anxiety had whitened. In his dress he was decidedly negligent; he cared nothing for the insignia, the splendor of rank. The stars on his shoulders were the only evidence of his exalted position. Feathers and lace he left to Stuart and others. And yet how nobly dignified, how affable, how modest, how chivalrous, how perfect a Bayard he was; the humblest soldier might obtain a hearing, and justice at his hand every man might be assured of. He was descended from the great General Lee of the American Revolution; he was the husband of the grand-daughter (by adoption) of George Washington. A writer says: "The inheritor of a great estate and the trusted leader of a great army, the humblest can see him, he is just and kind to all." Col. Freemantle, of the Grenadier Guards, bore witness of his marvellous self-possession under the most trying positions and circumstances. He says: "During the time the army was in Maryland an officer of high position suggested a number of reasons to General Lee in support of a grave measure then under consideration. Among others, he remarked to him that he was trusted by his government, had the hearts of his soldiers, and possessed the entire confidence of his country, and that they relied upon his patriotism and his genius." Tears rushed to his eyes, and he exclaimed, "Do not say that—do not say that. I am sensible of my weakness, and such a responsibility as your remark implies would crush me to the earth." He said in the same conversation that there was nothing he so much desired as peace and independence. All he had and all he hoped for—all that ambition could suggest or glory give, he would freely surrender, to stop the flow of blood and secure freedom to the country. He did not doubt that these blessings would come in due season, but he wanted them now and would readily sacrifice every thought of personal aggrandizement to save the life of even one soldier. And this was truly a reflex of his heart. During his campaigns he slept in an ambulance, he never seized upon fine abodes for his headquarters, he could fare with the commonest soldier, he would bear fatigue equally with them. There was a sad and sorrowful procession through the streets of New Orleans when Gen. Sydney Johnson passed to his final resting-place, but the death of Robert E. Lee will call forth sorrow wherever true worth and bravery are appreciated. Even in the Northern States his manifold

merits are acknowledged, and many who hesitated to accord the tribute to him while in life, will now admit that as a Christian, a gentleman, and a gallant soldier, they will rarely look upon his like again.

6. DR. A. J. WILLIAMSON.

(OF THE EDUCATION DEPARTMENT FOR ONTARIO.)

It is our sad duty to announce the death, on the 13th of October, of a most faithful officer for nearly twenty years in the Education Department for Ontario.—Dr. Alexander Johnstone Williamson. The venerable doctor had nearly reached the ripe age of 74, when the Good Master gently laid his hand upon him, and silently called him away.

Dr. Williamson was, we believe, a native of Aberdeen, Scotland, and was the son of a distinguished physician in that city. In early life Dr. Williamson was educated as a surgeon, and served for two years in that capacity in the navy, on the coast of Norway and other parts of Europe. He has resided in Lower Canada, at Belleville, Ancaster and other parts of the Province, and his career altogether has been somewhat checkered. For many years he acted as book-keeper, accountant, writer, etc., for several gentlemen in the Province, and was employed by the King's College Commissioners in 1848 to aid in the preparation of their elaborate report on that Institution. In 1850-51 he was temporarily employed in the Education Office, to copy letters, documents, &c., and perform other extra services. In 1852 he was placed on the regular staff as copying Clerk of Correspondence. In that capacity he has now for nearly twenty years faithfully and conscientiously performed his duty, even in its minutest details, to the entire satisfaction of the Head of the Department, and to those immediately associated with him.

Although somewhat advanced in life when he entered this branch of the public service, he generally enjoyed good health. This was due, under God's blessing, to his simple tastes and habits, and to the great care which he took of his person and health. Except at rare intervals he was seldom absent from his post. He was highly conscientious in the discharge of his duties, and felt very sensitive whenever he had to absent himself at any time. In his very last note to the writer of this brief sketch—penned when the hand of death was upon him—he said: "I felt so well this morning that I thought I could work at the desk, if there was anything to do—as the Queen's business requires haste." Even on the morning of the day when he was "called home," he came up to the office from the Rossin House, where he lodged, and remained there until nearly twelve o'clock. His last kindly act there, just before he left, was to distribute some grapes among his fellow-workers in the office with a pleasant word to each. He then left it on his "last return from duty," and reached the Rossin House much enfeebled by his exertion, and had to be assisted to his room. There he was kindly placed by an attendant on the sofa in his dressing gown, and in a few minutes quietly entered into that rest which he so longed to enjoy!

Of the deep and fervent piety of the dear departed doctor, the writer of this brief memorial, after twenty years intimacy with him, can bear ample testimony. Few men lived closer to his loving Master, or felt more deeply conscious of His abiding presence every day than did Dr. Williamson. Frequent conversations with him, of a most confidential kind, only revealed more and more the depth and sincerity of his love for the Saviour, and his humble trust in the all-prevailing merits of the great atonement for his acceptance with God.

He often expressed a wish that the Lord would spare him a lingering sickness. He dreaded to be laid aside from work; and it was the wish of his heart that he would

"Cease at once to work and live."

That he was fully prepared for his sudden change may be evidenced by the following extract from his last note to the writer, in which he alluded to a motto-text which in his advancing years had, some years before, been placed on the desk before him, and which indicated that he was ever

"Looking for that Blessed Hope."

His residence at a large hotel, with its coming and going of travellers, no doubt suggested the very appropriate allusion which he makes in his note—to show his readiness to depart. He said, after referring to his absence from the office:—"I

have gained spiritually by the confinement, being made to see clearly that the 'patient waiting' must be supplemented by the 'looking for,' which requires no stress of mind or labor in the exercise, but an expectation only—as when one is simply satisfied that we are all packed—nothing forgotten—and the time come when the *train will be here!* The Lord send a speedy release from the sickly atmosphere of this 'low country,' in *His own good time!*

"Affectionately,
"A. J. W."

How graciously, indeed, the Lord gave him the desire of his heart was shown to those who knew his wishes in this matter. On the day of his death He permitted him to visit the place of his usual business, as if to bid it farewell forever, and then, in an hour afterwards, summoned him quietly and gently to Himself.

The funeral took place from the Education Department, Victoria Square, on Saturday, the 15th ult., at two p.m. A short religious service was held there by the Rev. Dr. Green, an old friend of the deceased. The Rev. W. H. Davies, B.D., Second Master of the Normal School, also took part, and read a portion of the 15th chapter of I. Corinthians. Before the service commenced, Dr. Hodgins, the Deputy Superintendent, addressed a few words to the friends assembled, and paid a tribute to the worth and genuine piety of the venerable officer of the Department just departed. He mentioned an incident which indicated his kindness of heart and love for children, (which his own had often experienced). A lady and her boy had called that morning and brought with them a choice bouquet of flowers, which she requested might be laid beside the dear old friend, as a loving remembrance of many kind words spoken to her boy while at the Rossin House.

The Rev. Dr. Ryerson, Head of the Education Department, was absent too far from town to enable him to return in time for the funeral, but all the officers of the Department, as well as the Rev. J. G. D. Mackenzie, Inspector of Grammar Schools, Dr. Sangster, the Head Master of the Normal School, Dr. Carlyle, of the Model School, and the other masters, teachers and officers of the institution, attended. The students were assembled and walked under direction of Major Goodwin to the Necropolis. The following gentlemen acted as pall-bearers:—Mr. Marling, Chief Clerk of the Education Department; Dr. Sangster, Head Master; Messrs. Taylor, Stinson, Atkinson and Dr. May, of the Department. The chief mourners were Mr. Williamson, of Brooklyn, eldest son of the deceased; Mrs. Hodge, his daughter; Dr. Hodgins and Thomas Hodgins, Esq. Several other friends of Dr. W. accompanied the funeral in carriages. Dr. Green read the burial service at the vault, where the body was laid, preparatory to its removal to Belleville, by Mr. Williamson, on the Monday following. There it was laid in the grave beside Mrs. Williamson, "in sure and certain hope of a glorious resurrection to eternal life."

"Rest, spirit free!
"In the green pastures of the heavenly shore,
"Where sin and sorrow can approach no more,
"With all the flock by the Good Shepherd fed,
"Beside the streams of Life eternal led,
"For ever with thy God and Saviour blest,
"Rest, sweetly rest!

V. Miscellaneous.

1. "STOP, AND—THINK OF ANOTHER LIFE."

BY THE LATE SIR JAMES M. SIMPSON, BART.

Oft 'midst this world's ceaseless strife,
When flesh and spirit fail me,
I stop, and—think of another life,
Where ills can ne'er assail me,—
Where my wearied arm shall cease its fight,
My heart shall ease its sorrow,
And this dark night be changed for the light
Of an everlasting morrow.

On earth below there's nought but woe,
E'en mirth is gilded sadness;
But in Heaven above there's nought but love,
With all its raptured gladness;

There, till I come, waits me a home
 All human dreams excelling,
 In which, at last, when life is past,
 I'll find a regal dwelling,
 Oft 'midst this, &c.

Then shall be mine, through grace divine,
 A rest that knows no ending,
 Which my soul's eye would fain descry,
 Though still with clay 'tis blending.
 And, SAVIOUR dear, while I tarry here,
 Where a FATHER's love hath found me,
 Oh! let me feel, through woe and weal,
 Thy guardian arm twined round me,
 Oft 'midst this, &c.

2. THE GERMAN UHLANS.

Dr. Russell, correspondent of the *Times*, says:—After leaving the outpost, I came across a Uhlan bivouac, and I will now try and describe one of these men—the dread of the French peasantry. Before doing so, I must, however, clear them of the dreadful atrocities they are said to have committed. As you are well aware, they are always the precursors of the Prussian army. They go frequently as far as 20 or 30 miles in advance of the army, and, of course, on entering a town or village, if they meet with resistance, they must use harsh measures. Not infrequently one or more of the Uhlans meet their death treacherously or otherwise; however, this seldom impedes their progress, for if one out of two comes back sound, they have gained their object, which is a reconnaissance of the country. An Uhlan is about the best mounted cavalry man in the service, the average weight of a man with his accoutrements is about 160 lb. German. The horse appointments are very similar to those of our own cavalry—i. e., they have the ordinary cavalry saddle and bridle. But the manner of packing away a Uhlan's kit is different. First of all, they have but one wallet, which holds the pistol; the other is an ordinary leather bag which looks like a wallet; in this they stow away a pair of boots, and brushes, &c., for cleaning their accoutrements. Below the saddle there is an ordinary saddle cloth. Then across the saddle—on which the man sits, is his whole kit, which consist of one pair of canvas trousers, loose canvas jacket, and two pair of stockings, packed carefully away in a bag resembling a valise. The cloak—no cape—is rolled up and placed at the back of saddle. They carry two corn sacks, containing 6lb. of corn in each, on either side of the cloak, and a mess tin encased in leather, strapped on to the back of the saddle. Over all this comes the shabraque. The lance is a clumsy looking weapon, weighing 4½ lbs. The man's dress is similar to our Lancers, with the exception of the overalls, ours having leather, the Prussians wearing boots. They never seem in the way nor out of the way. If they crowd a road, they clear it too. They come in from outposts 20 miles ahead, and bring information which is news to all. Some, however, do not come in—for I am sorry to say, the French peasantry have taken up arms in reply to the levy *en masse*, and fire on the Prussian officers and outposts recklessly at night. Depend upon it this will lead to terrible reprisals, and you must not be shocked, if you hear of some great vengeance being wreaked upon a French village. The Prussians cannot, for their own safety, allow their solitary guards in charge of food waggons to be "potted at" in this cowardly manner. People, they say, may take up arms in defence of their country; but when they take to firing on solitary stragglers, who in the field they could not face, it becomes a guerilla warfare, in which the French will most assuredly get the worst.

4. AMERICAN PHILOLOGICAL CONVENTION.

A body of American scholars, zealous for the dignity and usefulness of American letters, organized in July of last year a society to be known as the "American Philological Association." Their first yearly convention has been held during part of last week in Rochester, and has been a very successful one.

Professor Whitney, of Yale, occupied the chair, and delivered the introductory address. One remark, among many, made by the President, may be quoted. He said:—

"This is a democratic assembly of American scholars, and we are to discuss living questions. Germany is the great philological laboratory to which we must all resort. We must be content not only to be a workshop but also a receptacle of the knowledge which comes from abroad. The classics will, of course, occupy a prominent place in our discussions. Their position is assured. We need no encouragement, but rather greater caution and repression to their study.

We are in danger of talking too much, and of fulfilling the popular idea of our Association in being too wordy about words. An excess of speech is an American peculiarity, which is shown in youth and continues through later life. If silence be golden, it would be well to get on a specie basis in this respect as well as in others."

Quite an exciting discussion thereafter arose on the Greek accents. And the Greek *ictus* in the hands of those learned gentlemen threatened almost more than one *ictus* of a very different kind. Other philological discussions and some of a more material character, took up the other sessions, and the learned members of the convention separated with feelings of mutual respect and general satisfaction, resolved to meet "some other day."—*Globe*.

5. THE PRINCIPAL OF KNOX COLLEGE.

The Rev. Dr. Willis left Toronto recently for Britain, where he intends to take up his permanent residence. He long occupied the position of Principal and Professor of Theology in Knox College in this city, and has also since he came to Canada been very assiduous in preaching throughout the country, when his collegiate duties permitted. His abundant labors, and his advanced time of life, well entitle him to the repose and quietude to which he now retires; and the Presbyterian Assembly, over which the Doctor lately presided in this city, in accepting his tendered resignation, voted him a very handsome retiring allowance. In retiring from active life in Canada, Dr. Willis carries with him the respect and affection of very many in this country; and large numbers will wish for him many years of a green old age in Scotland.

By the death of Dr. Burns and the withdrawal of Dr. Willis, the opportunity for a thorough remodelling and improving of the whole arrangements of Knox College is very evidently presented. The course of study may be found to require certain changes; and the number of the professors ought to be increased. The Canada Presbyterian Church requires, and can well afford to support, a thoroughly efficient first-class Theological Institution in Toronto for the Western division of the Church. We are glad that there is a movement on foot for raising an endowment for a Theological Chair, as an appropriate memorial of Dr. Burns in connection with this Institution, which he loved so well, and for the prosperity of which he laboured so assiduously.—*Globe*.

VI. Miscellaneous Friday Readings.

1. BEAUTIFUL CHILD.

BY MAJOR WM. A. H. SIGOURNEY, AUTHOR OF "BEAUTIFUL SNOW."

Beautiful child by thy mother's knee,
 In the mystic future what wilt thou be?
 A demon of sin, or an angel sublime;
 A poisonous Upas, or innocent Thyme;
 A spirit of evil flashing down
 With the lurid light of a fiery crown,
 Or gliding up with a shining track,
 Like the morning star that never looks back,
 Daintiest dreamer that ever smiled,
 Which wilt thou be, my beautiful child?

Beautiful child in my garden bower,
 Friend of the butterflies, birds and flowers.
 Pure as the sparkling, crystalline stream,
 Jewels of truth in thy fairy eyes beam,
 Was there ever a whiter face than thine
 Worshipped by Love in a mortal shrine?
 My heart thou hast gladdened for two sweet years
 With rainbows of Hope through mists of tears—
 Mists beyond which thy sunny smile,
 With its halo of glory, beams all the while.

Beautiful child, to thy look is given
 A gleam serene, not of earth but of heaven.
 With thy tell-tale eyes and prattling tongue,
 Would thou couldst ever thus be young.
 Like the liquid strain of the mocking-bird,
 From stair to hall thy voice is heard.
 How oft in the garden nooks thou'rt found,
 With flowers thy curly head around!
 And kneeling beside me with figure so quaint,
 Oh! who would not dote on my infant saint?

Beautiful child, what thy fate shall be,
 Perchance is wisely hidden from me.
 A fallen star thou mayst leave my side,
 And of sorrow and shame become the bride—
 Shivering, quivering, through the cold street,

With a curse before and behind thy feet—
Ashamed to live, and afraid to die ;
No home, no friend, and a pitiless sky.
Merciful Father, my brain grows wild,
Oh, keep from evil my beautiful child !

Beautiful child, mayst thou soar above,
A warbling cherub of joy and love,
A drop on Eternity's mighty sea,
A blossom on life's immortal tree—
Floating, flowering evermore
In the blessed sight of the golden shore ;
And as I gaze on thy sinless bloom,
And thy radiant face, they dispel my gloom ;
I feel He will keep thee undefiled,
And his love protect *my beautiful child.*
—From Harper's Magazine for April.

2. CHOOSE THE BEST SOCIETY.

It should be the aim of every young person to find an entrance into good society. By good, I do not mean fashionable society. That often merits least of all this honorable title. A good social circle is one where sound principles, refined manners, and intelligent ideas are the characteristics of its members. Many a young man has gone to ruin by choosing the society of the low and vulgar, instead of those whose influence would be elevating. It is always so easy to fall into evil, but it often requires hard work to gain a sure footing in a refined circle.

But the end is with the effort. If a young man desires to sharpen his intellect he will find that a judicious mingling with society, will do this better than digging forever over his books. There is a wonderful amount of electricity in the social atmosphere, and the galvanic battery of the social circle will not fail to elicit many brilliant sparkles.

If one desires to improve in manners, he can never do so without mingling with the refined and good.

Diffidence often keeps back those who have had in early life but few social advantages. The only way to overcome this painful difficulty is to plunge in. It is one of the most curable of all maladies. A bath in the bracing ocean of social life enables a person to keep his footing bravely.

One of the most finished gentlemen and accomplished speakers of the day, one who is harassed by invitations on all sides to address the highest literary circles in the land, and who is the flattered guest of every gathering he chooses to honor with his presence, used to be, in the language of a lady friend who knew him well in college, "really afraid of his own shadow."

So, generally, able men have been very unassuming and often diffident in their manners.

When Sheridan was asked the secret of his becoming such a fluent speaker, he replied it was "from never neglecting an opportunity to speak." So, if you would improve socially, embrace the opportunity.

Your chances of success in life will be tenfold greater if you have secured a wide circle of good friends, by your obliging, gentlemanly manners.

No one cares about trusting or recommending a person of whom they know, little or nothing, except that he exists in the same community. You will often advance your interests more by spending a social evening in a respectable family, than you will by sitting in your room and poring over your money matters, or writing a whole package of business letters.—*Schoolday Visitor.*

3. WHAT BREAKS DOWN YOUNG MEN.

It is a commonly received notion that hard study is the unhealthy element of a college life. But from the tables of the mortality of Harvard University, collected by Professor Pierce, from the last triennial catalogue, it is clearly demonstrated that the excess of death for the first ten years after graduation is found in that portion of each class of inferior scholarship. Every one who has seen the curriculum, knows that where Æschylus and political economy injure one, late hours and dissipation use up a dozen. Dissipation is a sure destroyer, and every young man who follows it, is as the early flower to untimely frost. Those who have been inveigled into the path of vice are named legion. A few hours' sleep each night, high living and plenty of "smashes" make war upon every function of the body. The brains, the heart, the lungs, the liver, the spine, the limbs, the bones, the flesh, every part and faculty are overtasked and weakened by the terrific energy of passions loosened from restraint, until, like a dilapidated mansion, the "earthly house of this tabernacle" falls into ruinous decay. Fast young men, right about.

VII. Educational Intelligence.

—UNIVERSITY COLLEGE.—At the recent Convocation for the admission of students, the President, after the prizes had been presented, said that it now remained for him to close the proceedings according to custom, by making a few remarks; but it was not his intention to detain his audience long by any lengthened observations. He would merely advert to one or two topics, which seemed worthy of special notice. Referring first to the College itself, he found that the total number of candidates for matriculation this year had been 60, and the number of colleges and schools from which they had been sent was 32. One of the candidates had received private tuition, and four had been self-taught. The largest number of candidates that had been sent by one institution (seven) had come from the town of Whitby. The number of schools that did not obtain scholarships was 20. Of these, 12 held a very good position for the number of honors obtained by their pupils, and 8 sent up matriculants who passed the examination. The total number of candidates for honors was 49, and the total number of honors obtained by them was 127. On this point he might mention the curious fact that this year, in mathematics alone, there were 28 honour men, just exactly the number of honour men that there were in all the other branches put together when the College was first founded. Upper Canada College still retained the distinguished position that it had long held, and Hellmuth College had proved itself to be a formidable rival of that institution. Before our grammar schools could be improved sufficient funds must be supplied to induce efficient masters to take charge of them. The speaker then alluded to the fact that this College put modern languages and scientific studies on the same par with the studies of the old English institutions, thus taking the lead in a movement that was extending to the old world. (Applause.) He next referred to the prosperity of the College, and said that he was gratified to be able to state that this prosperity was but a reflection of the prosperity that prevails throughout the whole country—a prosperity so marked as to call for special notice. With reference to this fair city, it was enough to remark that it was rapidly becoming the great mart for western merchants to buy in, and for this it was eminently fitted by its position. If any stranger wished to know the marks of the prosperity of our city, let him walk about the streets; let him go to almost every part of it, and he would see in the uprising houses the demonstration of the city's prosperity. The speaker was informed that before the close of the year there would probably have been erected a thousand houses in Toronto within twelve months. Many of these were beautiful and ample stores, and elegant private residences. Through the enterprise of our citizens we were to have a number of railways in addition to those now in operation, which would bring in from the back country the treasures of the land. But not only in this city was there prosperity; it marked the whole Province. It would be an agreeable and an easy task for the speaker to prove that prosperity was general, but it would take up too much time. He would therefore offer only one proof, by referring to the exhibition recently held here. That exhibition, in spite of shortcomings that might, for all he knew, have attended it, was most creditable to the Province. In the horses, cattle, grain, fruit, vegetables and other things of that kind shown, it equalled some of those exhibitions in the old country about which so much was said. In reference to farming, he said that he might venture to express an opinion that there would be improvements in that pursuit when science was brought into play; and here he might state what had often presented itself to his mind. He had never been able to understand why so few pupils attended the school of agriculture in connection with University College, which was under the direction of a professor eminently qualified in theory and in practice, both in the old country and in this, for the discharge of his duties. The speaker believed that if scholarships were offered in this branch they would have a good effect. Referring next to the Dominion, he said that he never forgot that the shortest distance between the Atlantic and Pacific by 700 miles was through British territory. A rail-

way through British territory would be the shortest route by which to bring the costly fabrics and commodities of the East through to Europe, and as the trains passed throughout our country on every side would be heard the melody of our National Anthem, and in the strains of "Rule Britannia" we would be led to emulate the deeds of our fathers. Through the mercy of God we had not only had prosperity, but conjointly with it peace within our borders—peace, the blessing which we might well prize when we read by every mail that crosses the Atlantic the appalling accounts of slaughter, famine and waste. Having adverted to the prosperity of the country, he would now express the hope—and he believed it to be well founded—that our educational institutions had kept pace with that prosperity, and that they might ever continue to do so. For his own part, and on behalf of his colleagues, he offered the assurance that no exertion would be spared by them in the future, as there had not been in the past, to make this College a blessing and an honor to the country for whose benefit it was established, in extending to all qualified to avail themselves of its advantages, an education which would fit them for the discharge of their duties to their country and to themselves in whatever capacity they might be called to fill; and that she might rise to the position of those honored British institutions, which had sent forth a long line of men whose deeds had illuminated the pages of history, was his earnest wish. The students then gave three cheers for the Queen and three for the Ladies, after which the assembly dispersed.

—QUEEN'S UNIVERSITY.—During the recent Conference for the Union of the branches of the Free and Established Churches of Scotland in Canada, the subject of Queen's College was discussed. In regard to it the Rev. Dr. Topp says: In order to remove the misapprehension which exists in the minds of some—a misapprehension naturally arising from the terms of deliverance—I think it right to say, and all the members of Committee will, I feel confident, bear me out in saying, that there was no intention or desire to set up a denominational institution, but simply an expression of their opinion that Queen's College and University at Kingston, having a royal charter with University powers, and already endowed, should be retained, as well as the existing theological institutions in Ontario, in Quebec and in the Lower Provinces. It is not the case, as has been publicly stated in one of the papers, that the majority of the members of the Committee were in favour of the removal of Queen's College to Montreal. That is a mistake, and has no doubt arisen from wrong information. Two or three spoke of such removal as a thing which might be possible, but the matter was not seriously entertained; and besides would have met with anything but unanimous or general acceptance. The unanimous finding was that existing institutions in the different Provinces should be retained. That was all.

—VICTORIA MEDICAL SCHOOL.—The general Introductory Lecture to the Winter Course was delivered by Dr. Berryman, at the College, to a large audience, composed of students and the general public. The lecturer was introduced by the Dean, Dr. Canniff. The lecturer, in his usual able style, delivered a discourse which was replete with much valuable information both to medical students and those of his audience who were not connected with the profession. His remarks were frequently applauded, and at their conclusion a cordial vote of thanks was passed to him on the motion of Mr. W. W. Dean, of Belleville, seconded by Dr. Hodgins. The professors appeared in full academic costume, and the whole proceedings were of a most interesting character. On Friday night last Prof. Sangster delivered an able introductory lecture to his course on chemistry, before a public audience. Last evening the first lecture of Dr. Agnew's course upon the Diseases of Women and Children, was delivered by that gentleman in the presence of a large number of students and gentlemen of the city. The lecture was a very eloquent one, and went to show that the learned gentleman had devoted much time and study to the subject. On motion of Dr. Hodder, seconded by Mr. Christie of Nova Scotia, a most cordial vote of thanks was

passed to Dr. Agnew at the conclusion of the lecture. The number of students now in attendance is fully as large as at this time last year.

—VICTORIA COLLEGE ALUMNI ASSOCIATION.—The annual meeting of this Association took place in the College Hall, Yorkville. After the discussion of other business, a paper was read on "Common Sense and Medicine," by Dr. Cunie, in which, though he severely criticized the homœopaths, still he admired their system of dietary, which he advised all practitioners to follow. Dr. Diamond read a paper on "Chloral Hydrate," giving the history of its invention, chemical constituents, physiological action and therapeutical value. The discussion on the new remedy was interesting, more particularly as it is just now requisite that an anodyne taking the place of ether, opium or chloroform should be introduced and fully understood; The election of officers was as follows:—Dr. Edmondson, Brockville, President. Vice-Presidents: Drs. Hornibrook, Widmer Rolph, Tuck and Clarke. Secretary, Dr. Mullin. Treasurer, Dr. Rosebrugh. Executive Committee: Drs. Diamond, Barwick, Strange and Corbett.

—KNOX COLLEGE.—The introductory lecture in connection with the opening of Knox College for the season, was delivered in the library of that institution by the Rev. David Inglis, of Hamilton. The subject of the lecture was the "Relation of Systematic Theology to Modern Thought," which was discussed in a very able and interesting manner. The attendance was very large, much more so in fact than could be accommodated.

—SABBATH SCHOOL CONVENTION AT GALT.—The Seventh Annual Convention of the Sabbath School Association of Canada concluded on the 14th instant at Galt. The next meeting is appointed to be held in London, in Oct., 1871. About 200 delegates were present, Ontario and Quebec being both well represented, and there being also present a fair representation from the United States. The Hon. Billa Flint, acting President, occupied the chair on the opening of the convention, and the annual report was read by the Rev. Mr. Millard, the Secretary of the Association. The report contained much interesting information, especially in relation to the efforts for the establishment of County Associations. The reports of a number of the Secretaries of these organizations were embodied in the report, all of which referred in most cheering terms to the prosperity of the Sabbath School cause throughout the Province of Ontario, where, alone, three County Conventions have been held. The Hon. Mr. McMurrich, the Treasurer, submitted the financial statement. The usual subjects relating to the Sabbath School work were discussed with marked ability, the meeting being in all respects one of the most interesting that has yet occurred. The following office bearers were elected:—President—Mr. James Young, M. P., Galt. Vice-Presidents—Mr. D. W. Beadle, St. Catharines; Rev. F. H. Marling, Toronto; Hon. Billa Flint, Belleville; Mr. Robert J. Walker, Toronto; Rev. J. K. Smith, Galt; Rev. Geo. Bell, Clifton; Mr. J. M. Denton, Lindsay; Rev. H. Christopherson, Galt; Dr. J. G. Hodgins, Toronto. Treasurer—Hon. John McMurrich, Toronto. General Secretary—Rev. W. Millard, Toronto. Minute Secretaries—Rev. Thos. Griffith, Rev. John Learoyd, Ingersoll; Mr. W. Adamson, Toronto; Rev. Mr. Morrow, Princeton. The names of the Executive Committee are:—S. S. Martin, Toronto; Thos. Nixon, do.; D. Maclean, do.; J. George Hodgins, do.; C. A. Morse, do.; J. J. Woodhouse, do.; R. McLean, Galt; J. M. Benton, London; W. Saunders, do.; A. J. McKenzie, Hamilton; S. B. Scott, Montreal; W. McCalla, St. Catharines; W. Johnson, Belleville; E. S. Whipple, Hamilton; R. Wilkes, Toronto; Rev. Joel Briggs. Rev. Mr. Bell, at the request of the Business Committee, made a statement of what he considered the results of the Convention. (1) It showed a gratifying progress in the Sabbath-school work generally; (2) the feeling of satisfaction in meeting with and hearing the brethren from the United States; (3) evidence of progress in the work of county organizations; (4) a deep impression of the necessity of earnest, careful and prayerful study on the part of teachers to make them successful in their work, and of the

necessity and advantages of teachers' meetings, and also of the value of personal oversight of the scholars outside of school on the part of the teachers; (5) an appreciation of the necessity of better equipment for Sabbath-schools; (6) an increased knowledge with regard to the rise and progress of the great Sabbath-school work, and with it the evidence that the work of teaching is an important part of the Gospel means of grace; and (7) an impression of the vast importance of infant class instruction. These were in his judgment the principal results of this convention.

—PRIZE BOOKS FOR S. SEC. 24, CAMDEN.—The inhabitants of S. S. 24, Township of Camden East, under the auspices of Mr. James Mc-Millan, teacher in said section, held a tea-meeting on the 15th inst. for the benefit of the School, at which about three hundred persons, including the children, amounting to one hundred and eighteen, were in attendance; and were addressed by the Rev. Mr. Phillips, M. E. minister (Centreville), and the Rev. E. K. Koyle, W. minister of the same place, from which the sum of eighteen dollars was realized, to be applied to the purpose of purchasing prize books for the scholars in said section, from the Education Department.—*Com.*

—OWEN'S COLLEGE.—The Duke of Devonshire recently laid the foundation stone of the new buildings for Owen's College, Manchester, which will accommodate nearly one thousand students. Upwards of £100,000 has been raised for the extension of the college.

VIII. Departmental Notices.

POOR SCHOOLS IN NEW TOWNSHIPS.

The grants to the Poor Schools in New Townships (from third certified applications, have been received through the Local Superintendent,) will be sent in to the Treasury Department this month, for payment to the Treasurers of the Counties concerned. The grant is payable by the Treasurer, on the order of the Local Superintendent, and must be applied solely to the payment of Teachers' Salaries, and not to building or repairing school houses, etc.

Grants of second hand readers and other text books, can be made to Poor Schools on application to the Department.

ONE HUNDRED PER CENT ON REMITTANCES ALLOWED FOR

Public Library Books, Maps, Apparatus, and School Prize Books.

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

N.B.—Books and requisites supplied under these regulations *do not cost the schools more than half price.* Thus, for every \$5 sent, ten dollars worth of articles at the reduced prices are sent, being equal in value to at least \$12.50 at the ordinary selling rates.

📖 Catalogues and forms of application will be furnished to school authorities on their application.

* * * If Library and Prize Books be ordered in addition to Maps and Apparatus, it will be NECESSARY FOR THE TRUSTEES TO SEND NOT LESS THAN FIVE DOLLARS for each class of books, *additional* to that sent for Maps, Apparatus, &c., with the proper form of application for each class.

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" No. 18.	Ditto ditto 30cts. to \$5.00 each	...\$96
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