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## RECENT STATISTICAL INQUIRIES INTO EDUCATION IN ENGLAND AND WALES.

Ten years ago a statistical inquiry into the state of popular education in England and Wales was engrafted upon the general census, and a similar inquiry was proposed as part of the forthcoming census of 1861. The Government did not consider that it was necessary, or at least justifiable, inasmuch as some expense had already been incurred in a statistical investigation pursued by the Royal Commission on Education appointed in June 1858. The report of the Commission, which has just been presented to Parliament, embodies the results of this investigation, and they are by no means unimportant.

The first noteworthy fact is this—that the provision made for popular education in this country, and the extent to which the people take advantage of it, cannot be considered unsatisfactory when compared with other countries. In 1858 the proportion of week-day scholars to the estimated population of England and Wales was 1 to 7.7. Now, in France the proportion is only 1 to 9.0; in Holland, 1 to 8.11; and in Prussia, 1 to 6.27. Our voluntary system, therefore, has achieved results which fall very little short of those of the Prussian compulsory system—a fact which indicates the direction in which State interference with education is not required in this country. Of the 2,535,462 scholars in week-day schools in 1858, as many as 1,675,158 were in public schools; 860,304 were in private

persons. Of the 1,675,158 scholars in public schools 1,549,312 were in week-day schools supported by the various religious bodies; 43,098 were in Ragged, Philanthropic, Birkbeck, and factory schools; 47,748 in workhouse, reformatory, naval, and military schools; and about 35,000 in collegiate and the richer endowed schools. The religious bodies are therefore the chief supporters of education.

The number of scholars in Sunday schools in 1858 was 2,411,554, and in evening schools 80,966. Evening schools, although rapidly increasing in number, are as yet far too few. This fact is to be regretted when it is remembered that such schools are absolutely necessary to carry on the education of children who quit the week-day schools at an early age to meet the demands of what is commonly termed the "labour market." In fact, in a busy manufacturing and commercial country like England, it is hardly possible to overrate the importance of infant schools, which take up children early in life; and of evening schools, which carry on the education of the young after their attendance at the week-day schools has come to an end.

As far as the quantity of education is concerned we have little to complain of. The number of scholars under week-day instruction in schools is satisfactory. Their attendance, however, is exceedingly irregular. In the first place, the statistical report which the Commissioners have issued proves that of the total number at any one time on the registers of week-day schools the centesimal proportion attending daily is 76.1. In private week-day schools this proportion is 84.8; in evening schools only 67.6, and in Sunday schools 74.2. The annual amount of attendance in elementary public week-day schools is quite as unsatisfactory. The percentage of scholars on the registers who attended less than 50 days in the year was 17.4; who attended 50 and less than 100 days, 18.9; who attended 100 and less than 150 days, 20.9; who attended 150 to 200 days inclusive, 24.4; and above 200 days, 18.4. It follows therefore that the percentage of scholars in public as distinguished from private adventure week-day schools, who attended less than 100 days in the year, was 36.3. These percentages of attendance partly explain the fact that the great bulk of the scholars pass out of the elementary schools without an intelligent knowledge of their own language,—in short, without the power of reading intelligently; and when it is remembered that during the last few years the teaching in schools for the poor has gradually become more ambitious in

character, and that the plain subjects,—reading, writing, and arithmetic,—have been too much undervalued and neglected, it can scarcely be a matter of surprise that education has not proved quite so potent an influence as its supporters at first expected might be the case.

If we regard the numerical progress of week-day education we have no reason to complain of what has been effected. The schools have done more than simply to keep pace with the increase of population. Lord Brougham's returns of 1818 showed that at that time the proportion of week-day scholars to the population was 1 to 17.25. Next came Lord Kerry's returns in 1833 (imperfect, no doubt, but still approximately correct,) which showed a proportion of 1 week-day scholar to 11.27 of the population. The returns of the census of 1851 gave a proportion of 1 to 8.36 of the population, and now those obtained by the Education Commission give a proportion of 1 scholar to every 7.7 of the estimated population of 1858. These proportions are indicative of steady progress in respect of popular education. They show that the quantity of education increases.

The statistical report of the Commission contains a table, in which are arranged side by side the percentages of scholars in the week-day schools and in the Sunday schools connected with the different religious denominations. This table brings out statistically the fact that all the religious denominations, except the Church of England and the Roman Catholics, show greater interest and activity in the establishment of Sunday schools than in the establishment of week-day schools.

It would seem that in the opinion of the Commission, the Sunday school is more potent than the week-day school in attaching the young to their respective congregations. For example, the Church of England, which has 76.2 per cent. of the week-day scholars educated by the religious bodies, has only 45.8 of the Sunday scholars; the Roman Catholics, who have 5.52 per cent. of the week-day scholars, have only 1.5 of the Sunday scholars. With these figures we may contrast the following:—The Wesleyan body (Old Connection) has only 3.91 of the week-day scholars (being the fourth in numerical order with respect to week-day schools,) but it has 19.0 per cent. of the Sunday scholars. Again, the Congregational body (*i. e.* the body of Independents) has only 2.1 per cent. of the week-day scholars, but 11.2 of the Sunday scholars. Again, the Baptists have only .7 of the week-day scholars, but they have 6.7 per cent. of the Sunday scholars. The Primitive Methodists have .09 only of the week-day scholars taught by the different religious bodies, but they have 5.7 per cent. of the Sunday scholars. The Methodist New Connexion has only .1 of the week-day scholars, but 2.2 per cent. of the Sunday scholars. The United Methodist Free Churches have only .08 of the week-day scholars, but as many as 2.6 per cent. of the Sunday scholars. There is a very considerable increase in the number of scholars on the registers of the Sunday schools belonging to the Primitive Methodists. When Mr. Horace Mann tabulated the returns from their schools he found the number of scholars to be 98,294. The more recent returns made to the Education Commission show that in the Primitive Methodists' Sunday schools there are 136,929 scholars. With respect to the Unitarian Sunday schools there seems to be a trifling decrease in the number of scholars as shown by the returns made from each school direct to the office of the Commission. In 1851 the Unitarian week-day schools contained 4,306 scholars; the returns tabulated by Mr. John Flint, registrar of the Commission, show a total of 4,088 scholars. In 1851 the Unitarian Sunday schools contained 15,279 scholars; the last returns give a total of 13,142 scholars.

A few facts respecting the private adventure week-day schools in England and Wales are deserving of attention. It might have been supposed that the impetus given to education in the public schools belonging to religious bodies would have been the means of reducing the number of scholars in private adventure schools; and there can be no doubt, after an inspection of a table in the last section of chapter 2 of Mr. Flint's statistical report, arranged to show the progress of education in agricultural, metropolitan, manufacturing, mining, and maritime districts in different parts of England and Wales, that in certain places the public schools have driven the private adventure schools out of the market. In other parts, however, the private adventure schools have not only held their ground, but the proportion of scholars in them has actually increased since 1851. On the whole, however, the proportion of scholars in private schools to the total number of week-day scholars remains much the same as it was in 1818, 1833, and 1851. It would seem that among our mechanics, small shopkeepers, and artisans, there is a strong feeling of independence and allowable pride which indisposes them to seek in public schools an education for their children, which is, to a great extent, eleemosynary. In ten specimen districts in various parts of England and Wales, comprising an eighth of the total population of the country, the percentage of scholars in

private adventure week-day schools, as compared with the total number in week-day schools both public and private, was 35.1 in 1851, and 33.9 in 1858. Great care was taken by the Education Commission to obtain a complete return of every private as well as public school in the ten districts. The Assistant-Commissioners, either personally or by means of their clerks, assisted in many cases in filling up the forms. Every school was visited, and in town districts every street was traversed again and again. While this minute inquiry in the specimen districts was being carried on, a general statistical inquiry was made through the medium of the societies connected with education, through the religious bodies, and through the departments of the State. The special inquiry checked and completed the general inquiry. Returns of the fees paid in private schools charging less than £1 per quarter were obtained, and from these it appeared that in 20.76 per cent. of such schools, containing 17.69 of the scholars, the highest weekly fee was 2d. In 22.54 per cent. of the schools, containing 21.42 per cent. of the scholars, the highest weekly fee was 3d. In 13.06 of the schools, containing 14.55 of the scholars, the highest fee was 6d. per week. The commonest fee in private schools which charge less than £1 per quarter is 3d. As many as 20.4 per cent. of the teachers receive an annual income from their schools of only £12, only 13 per cent. receive an annual income of £25. The tables prove that a large proportion of such teachers must either add to their incomes in other ways, or that they are in a state little short of starvation. Widows, cripples, broken-down tradesmen, the infirm, and the consumptive, start small schools which appear this week, and the next are struck, like the Arab's tents, and disappear, to be immediately succeeded by others. In the metropolitan districts, especially, this change is constantly going on.

With respect to the teachers in public week-day schools, it appears that 66.5 have been teachers more than three years, and 33.5 less than three years; also that 40.5 have been trained in Normal Colleges, while 59.5 have not been trained.

The most elaborate tables in the report are those which relate to the income and expenditure of public week-day schools. The schools are classified, according to their character, as Church schools inspected and uninspected; British schools inspected and uninspected; Denominational schools inspected and uninspected, &c. The tables show what proportion of every £1 of income, also what proportion of income per scholar in average daily attendance, is derived from the Government grant, from school fees, from subscription, from endowments, and from other sources. In Church schools inspected by the Government, it appears that, exclusive of the Committee of Council's grants on account of pupil-teachers, the proportions of every £1 of income derived from various sources, are as follows:—4s. 6½d. from Government grant; 5s. 10½d. from school fees paid by the scholars; 5s. 3½d. from subscriptions; 1s. 9½d. from endowments, and 2s. 5½d. from other sources. In British inspected schools the proportion derived from school fees is 8s. 1d., and in British uninspected it is 9s. 11d. In the inspected schools belonging to the Dissenters the proportion derived from fees is 9s. 3½d., while in the same class of schools which are not inspected the proportion from fees is 12s. 1½d.

The statistical Report consists of something less than 130 pages octavo, and forms Part VI. of the Commissioners' Report on the State of Popular Education in England and Wales. In addition to the general statistics relating to the number of schools and scholars in the country there are tables containing proportions and averages relating to almost every branch of the wide subject of popular education. The inquiry which the Education Commission set on foot in the ten specimen districts was much more favourable to the obtaining of minute statistics than a general inquiry like the census would have been. The Commissioners obtained their broad facts or general enumeration through the medium of Societies and State departments and the religious bodies, but for their more minute or detailed proportions and averages they depended upon the returns made to them in the specimen districts. The report mentions a fact which proves the accuracy of the two branches of the statistical inquiry, which is that while the returns obtained by the general inquiry show a proportion of 1 scholar in week-day schools in England and Wales to 7.7 of the estimated population of the whole country, those obtained in the specimen districts by the special inquiry show a proportion of 1 week-day scholar to 7.83 of the estimated population of those districts.

It remains to add that the Statistical Report which the Commissioners have caused to be prepared is written on the principle of blending explanations and tables. It is usual for statistical tables to follow the letter-press and to stand alone. In the report under notice the tables are connected by a slender thread of letter-press, which is intended to carry the attention of the reader forward, and to serve as a running commentary on the tables which it connects. The report, moreover, is divided into chapters and sections.—*London Times.*

## 2. A GOOD EDUCATIONAL MOVEMENT IN ENGLAND.

A movement, for a long time conducted privately, but now made more public by the announcement of a conference of its promoters, has been initiated in England. The object of the proposed conference is to bring to bear on government arguments which will lead to the grant of public money towards the education of children who are neither criminals nor paupers, but whose parents are either unwilling or unable to provide them with it, partly or wholly, at their own expense. The promoters of the movement first lay it down as an axiom that the state ought to furnish education to those who have no other means of obtaining it; they next point out that this is a duty practically recognized in the case of pauper and criminal children, and it is then claimed that "neglected and destitute" children in general have a right to participate in the same advantage. By way of enforcing these considerations on general attention, they undertake, at the forthcoming conference, to establish the following six points: First, that at present no part of the Parliamentary grant for education is available for the general class of neglected children; secondly, that this is a very numerous class; thirdly, that the operations of Ragged and Industrial Schools have already proved that an immense amount of good is capable of being done by the influence of education in this neglected field; fourthly, that such schools are unable, without public support, to deal with the evil effectually; fifthly, that the voluntary action of Christian benevolence is a necessary element in the working of such schools; and sixthly, that it is the duty of government, by the liberal grant of pecuniary aid, to promote the necessary development of the schools, and to enable others to be established, so that the urgent wants of society may be fulfilled.

## 3. EDUCATION IN FRANCE.

The Minister of Public Instruction, in his late report to the Emperor, says that the Central House erected into a School of Arts and Trades has numerous pupils, who, supported and clad at the expense of the state, not only learn different trades, but also pursue a complete course of reading and writing. The young, competent citizens who will successively leave this institution will worthily serve the interests of society.

Government wishes to found other schools of arts and trades in the principal towns of the republic, and already it has received the remainder of the apparatus of a foundry, and all the instruments for boring Artesian wells.

Primary instruction has made noteworthy progress; the schools founded in the rural sections, since the Revolution, gather together the youth of both sexes. Government proposes to make these schools agricultural. The work of the fields, which, in a few years, will be directed and executed by practical men, will produce important results. On the other hand, the government will fill with capable citizens the different rural offices; and those of the youth who will be called to serve the country in the ranks of the army will have, by their education, the sentiment of national honor and of duty.

Four National Lycées, 89 primary boys' schools, 21 primary girls' schools, 56 rural schools, a girls' boarding school for the higher branches of instruction, a naval school, a school of medicine, a school of jurisprudence, a school of music, a school of painting, instruct, at the expense of the state, in all the extent of the republic, 13,000 pupils. In private schools also there are a considerable number of young pupils of both sexes.

## 4. VICTOR EMMANUEL ON POPULAR EDUCATION.

The *Official Journal* at Naples contains the following letter from his Majesty to the Lieutenant General:—

"MY DEAR FARINI,—On my arrival in this city I wished to be informed as to the condition and necessities of the least fortunate classes, and I was painfully affected on learning how little cared for have been the institutions for popular education. Instruction—the religious and civil education of the people—has been the constant thought of my reign. I know that by them the industry and the morality of the whole nation are increased. The liberal constitutions left by my father, and preserved by me, to be useful to all must be understood by all, and benefit all. I am persuaded that you will be the faithful interpreter of my intentions; but in the diffusion of popular education, which I have much at heart, I wish to concur personally. For these reasons I dispose that, from my private purse the sum of 200,000 Italian livres shall be taken and distributed for this work of beneficence to the mind and soul. In the employment of this sum you will bear in mind the advantages which may be derived in a large city from the establishment of infant schools. You will, moreover, give proper directions in the provinces for the study of the important subject of the education of the people. I desire that the representative of the Government, the municipal

authorities, and associations of citizens, may be by your efforts encouraged and aided in the promotion of this work of Christian and civil progress, to which, both as men and rulers, we owe the most solicitous care.

VICTOR EMMANUEL."

## 5. EDUCATION IN BRITISH COLUMBIA.

A reverend correspondent of the *Christian Guardian* writes from British Columbia as follows:—"Miss Woodman has continued her school since I last wrote. From this it will be discontinued till after the holidays; but the two young Chinamen, who were in attendance, come and receive lessons from Miss Woodman in the evenings. They are getting on well with their studies. Although there are not many children here, I regard it to be of vast importance to be forward in the work of education. We are trying to get some kind of a government system of instruction for this colony, and I shall exert what influence I can to have it modelled, as near as circumstances will allow, after the common school system of Upper Canada.

## 6. EDUCATION IN ALGONA.

Col. Prince, in a recent address to the Grand Jury, referred to the want of schools for the education of the children, a number of whom are seen in idleness about the streets in summer, whose only ambition appeared to be to gather berries in autumn, shoot small birds and squirrels with bow and arrow, or snare rabbits, growing up in ignorance, their parents, in the majority, no better educated than their children, therefore incapable of teaching them, exuberant of immorality and crime; and he requested that the inhabitants should unite to organize a school, especially as there was a commodious school house in course of erection, by the voluntary contributions of the inhabitants, and said he was willing to give the movement his hearty co-operation.

## 7. EDUCATION IN THE STATE OF NEW YORK.

The Governor in his late message to the Legislature, says:—

"Our Educational system is justly the pride of the Commonwealth. Granting to all a thorough course of common school instruction, New York fully recognizes the duty of the state to educate her children. Depending for their stability and perpetuity, as do our institutions, and the safety of life and property upon the intelligence and moral worth of the people, it becomes a matter of the first importance to retain, unimpaired, so far as may be, the plan which thus far has been productive of such inestimable benefits. The provisions of our laws as they affect the school system are generally approved, and should not be lightly disturbed. It is bad to commit errors in financial and political policy, but infinitely worse to do so in matters pertaining to the education and future happiness of our children. Although heavily taxed, our people show no disposition to avoid assessments for the support of schools, and it may be remarked as an evidence of their liberality, that more than thirteen hundred thousand dollars are paid out of the public treasury annually for this purpose. The Superintendent of Public Instruction, who, in the discharge of his duty has visited nearly every portion of the state, will submit to you in his annual report many interesting facts and conclusions respecting the workings of the system; and that in the improved style of school houses, the qualifications of teachers and the general improvement in other respects, we have proof that these educational advantages are appreciated by the people.

The academies of the state, under the supervision of the Regents of the University, are in a condition of advancing prosperity. Their reports for the last year show an increase in the number of pupils over those of the preceding year, and an advance in the course of instruction. They furnish an education well adapted to the practical purposes of life, and provide especially for the rural districts, a large portion of the teachers of the common schools.

The colleges, in all that contributes to the highest classical and scientific education, have attained a high position, thus relieving our citizens from the necessity of sending their sons to the institutions of other states."

## 8. THE PUBLIC SCHOOLS IN THE CITY OF NEW YORK.

The annual report of the City Superintendent of public schools shows that there are in the city of New York fifty-one Grammar Schools for boys, fifty for girls, fifty Primary Departments, and forty Primary Schools; Free Academy for boys; three Normal Schools—one for female teachers, one for male, and one for colored teachers of both sexes; twenty-three Evening Schools for males, twenty for females, and two for colored persons, male and female; and ten Corporate Schools, sharing in the distribution of public money.

The whole number of the teachers in the several schools, under the jurisdiction of the board, is 1648, of whom 1368 are females, and 180 males. Of this number 173 hold state certificates of qualification, 27 are graduates of the State Normal Schools, and the remainder hold certificates from this department.

The whole number of pupils in these several institutions (exclusive of the Normal Schools) on the first day of October last, was 165,226, viz :

Free Academy.....	820
Boys' Grammar Schools.....	25,532
Girls' do do .....	20,670
Primary Departments .....	66,429
Primary Schools.....	26,917
Colored Schools .....	2,291
Evening Schools.....	15,567
Corporate Schools .....	7,000
<b>Total.....</b>	<b>165,226</b>

Being an increase of 3,398 over the number under instruction during the preceding year.

Of this number, 35,957 have attended school during the entire school year; 17,940 for eight months, and less than ten; 19,364 for six months, and less than eight; 29,008 for four months, and less than six; 29,672 for two months, and less than four; and 32,664 for a period less than two months.

The finance committee have reported the following statement of the expenses of the Public School Department for the past year :-

Balance due over appropriations for 1859.....	\$31,111 74
School fund for 1860.....	1,278,781 00
<b>Total amount available for 1860.....</b>	<b>\$1,247,660 26</b>

**EXPENSES FOR 1860.**

For teachers and janitors in Ward Schools.....	\$703,928 70
Support of the Free Academy.....	47,728 53
Repairs to Free Academy.....	752 97
Support of Normal Schools.....	8,427 81
Support of Evening Schools.....	68,042 00
Repairs through the "Shop" .....	10,335 43
Supplies for Ward Schools through the Depository....	64,350 31
Rent of School Premises .....	18,278 80
Salaries of Officers and Clerks of Board of Education...	25,734 60
Incidental expenses of the Board.....	15,995 04
Apportionment to Corporate Schools.....	29,296 37
Amount apportioned for special purposes, including erection of school houses, repairs, &c.....	164,979 91
For pianos in Ward Schools.....	10,009 00
<b>Total.....</b>	<b>\$1,261,619 78</b>

**9. EXTRACT FROM THE ANNUAL APPROPRIATION BILL OF THE STATE OF NEW YORK.**

*Educational Items.*

For the Common Schools.....	\$155,000
Dividends to Common Schools from U. S. Deposit Fund	165,000
Amount to be added to Capital of Common School Fund.	250,000
State Normal School.....	120,000
Support of Indian Schools.....	400
Support of Teachers' Institutes.....	8,000
Instruction of School Teachers.....	18,000
Dividend to Academies from United States Deposit Fund.	28,000
Dividends of Literature Fund to Academies.....	12,000
Keeper of Hall of Natural History .....	700
Secretary to Regents of the University.....	2,000
James Hall, Paleontologist .....	1,000
Repairs, &c., State Cabinet Natural History. ....	1,500
Increase and Preservation of do do .....	800
Purchase of Books for State Library .....	2,000
Binding do do .....	1,200
Expenses for do do .....	1,250
Do of Librarians in do .....	4,000
State and International Exchanges by University Regents	
Stationery, &c., for Regents of University.....	1,000
Levi E. Backus, for furnishing "Radii" to the deaf and dumb.....	300
Institution for the deaf and dumb, for the support of 250 pupils, one year.....	37,500
Institution for the deaf and dumb, to enable it to pay interest on indebtedness.....	13,356
Text-Books, &c., for Academies.....	2,500
Brooklyn Industrial Schools.....	5,000

**II. Papers on Practical Education.**

**1. VOICE FROM THE SCHOOL HOUSE ON IRREGULAR ATTENDANCE.**

In every country education—the thorough practical training and instruction of the masses of the community—must always form one of the great bulwarks of national strength, and one of the surest and most indispensable guarantees of national prosperity. Hence the necessity for systems of public instruction—hence the Herculean efforts which have been made by the intellectually powerful, and the disinterestedly philanthropic of mankind, in various ages and nations, for the accomplishment of this great and glorious end.

But imperfection is, more or less, stamped on everything human. The educational machinery of a country must, necessarily in some of its parts, partake more or less of this imperfection; and just in proportion to the extent of such imperfection will the usefulness of any educational system be lessened, its progress retarded, and its end defeated.

Calmly, deliberately, and advisedly, I give it as my opinion that no one other anti-progressive agent exercises so pernicious and clogging an influence on the educational growth and prosperity of Canada as irregular attendance of children in school. I dare not, Mr. Editor, trespass too much upon your space, and so abuse your kindness; else I could produce proofs the most convincing of the soundness of this opinion. Parents and guardians to whom this may come! I claim your earnest and serious attention to this matter; upon you devolves the responsibility of removing this evil. Allow me briefly to state some of its pernicious consequences and concomitants.

1. It retards the progress of the pupil. The course of instruction is such that the loss of one lesson is a serious injury to the scholar in his whole subsequent progress. Irregular attendance has a natural, necessary, and certain tendency, more or less completely to nullify and destroy all progress, and to awaken and perpetuate a thorough detestation of school and study.

2. It retards the progress of the other scholars. The arrangement and classification of pupils and the methods of instruction are such that bad attendance has a very sensible effect on the progress of those who attend regularly. This is one of its worst features.

3. It introduces confusion and disorder into the school. No teacher can by any possibility maintain good order in a school where the attendance is very irregular.

4. It has a most distressing effect on the teacher. It defeats his cherished plans for the good of his pupils; it weakens his energy, damps his enthusiasm, and chills his ardour; and subjects him to the mortification of labouring in vain, and spending his strength for naught. It is well calculated to induce habits of indolence and carelessness. And all this has, and must have, a reactionary effect on the progress and condition of the school. I speak of the faithful and devoted teacher; the mammon worshipper may be sufficiently careless and indifferent.

5. It induces habits of tardiness and irregularity. And these habits are likely to continue with the pupil through life. Much more might be added, but I must be short.

Parents and guardians! I again ask you whether as parents, as patriots, or as citizens, is it not your duty to rouse yourselves in the spirit of men, fully impressed with the importance of thoroughly training and educating the rising generation, and using your utmost efforts to remove this evil! To the guilty only do I speak: those who do their duty may justly claim acquittal. Various excuses are advanced by parents in extenuation; but I am satisfied that a spirit of proper earnestness and zeal in the cause of education, would bury the greater majority of these excuses in the ignominy they deserve.

Parents and guardians! I would ask you to consider the injury you do to your children. On you devolves a serious and solemn responsibility; and, though you may fail to meet it, you cannot possibly shake it off. It is only when the children of the present will come to be the men and women of another generation, that the full extent of the evil will be known and felt; and then will your children visit you with severest censure, for depriving them of the priceless treasure of a good education. Consider the injustice you do your teacher. You nullify his best efforts, and make his success impossible. You vastly increase his troubles, and deprive him of a great part of the pleasures of his vocation.

A voice from the teachers of Middlesex—of Canada—of America—from advancing civilization—from increasing enlightenment—from your children—from the very heart of patriotism—and from the wrongs of a future generation—calls upon you to do your duty! Will you be found wanting?—*Free Press.*

ARDENS.



## 2. EXAMINATION PAPER ON SCHOOL MANAGEMENT.

Write the first line of your first answer as a specimen of copy setting in **LARGE HAND**, and the first line of your second answer as a specimen of copy setting in **SMALL HAND**.

1. In teaching to read, what are the respective advantages of the Phonic method, and the Look-and-say method?
2. What are the chief faults to be noticed in articulation? State how you would correct each.
3. What method would you adopt with your first class to secure a proper emphasis and expression? Would learning by heart assist or not?
4. How do you intend to teach spelling?
5. Will an acquaintance with the derivation of words assist correct spelling? How should derivations be introduced at first?
6. What are the errors into which a Pupil-teacher would be apt to fall, in questioning children on the meaning of words? Write out directions to warn him of them, and suggest the best method.
7. What are the faults in writing to which you would give most attention? Suppose you are giving a Pupil-teacher directions.
8. What method would you adopt to secure straight writing in books which are not ruled?
9. How would you arrange a lesson on numeration for children who are to begin arithmetic?
10. How would you teach the multiplication table?
11. At what stage of children's progress in arithmetic would you begin mental arithmetic? Or would you teach mental arithmetic before they used slates? Give your reasons.
12. In a country school, where the children are very young, what subjects would you teach? in what order? and what books and apparatus would you require?

## 3. COMPETITION IN EDUCATION.

Competition is like camomile, the more you tread it, the more you spread it; and like camomile, its appetite-creating qualities are acknowledged even by those to whose taste it is most disagreeable.

Competition is no new element in civilization. It is coeval with the fall of man, or to use a colloquial phrase, it is "as old as Adam." The great Serpent proved the subtlety of his knowledge of human nature when he alluringly said, "Ye shall be as gods, knowing good and evil." The principle of competition, whether recognised as emulation or rivalry, or any other cognate influence, appears to be inherent in man. It develops itself in every age, in every clime, in every phase of human existence. In proportion to its development is the rapidity of the march of intellect. Our children's children will probably date a new period in arts and sciences from the era of the great Exhibition of 1851. We are but climbing circuitously and slowly the lofty mountain, from the summit of which their survey will be taken. On nothing has competition had greater and more decided influence than on **EDUCATION**, in the conventional sense of the term, because we attribute every advance in civilization primarily to education.

Educationists in all ages have recognised the advantages of competition, and the more they have evoked it, the more successful have been their efforts. But never, perhaps, has competition been more vigorously encouraged as an auxiliary to education than at the present time. It is a primary element in all our educational institutions. Its practical utility is demonstrated in our Universities, and in our ragged Schools. Its influence in the education of the masses has been incalculable.—*English Journal of Education*.

## 4. MORAL EDUCATION OF CHILDREN.

At present, mothers and fathers are mostly considered by their offspring as friend-enemies. Determined as their impressions are by the treatment they receive; and oscillating as that treatment does between bribery and thwarting, between petting and scolding, between gentleness and castigation; children necessarily acquire conflicting beliefs respecting the parental character. A mother commonly thinks it quite sufficient to tell her little boy she is his best friend; and assuming that he is in duty bound to believe her concludes that he will forthwith do so. "It is all for your good," "I know what is proper for you better than you do yourself," "you are not old enough to understand it now, but when you grow up you will thank me for doing what I do;"—these and like assertions are daily reiterated. Meanwhile the boy is daily suffering positive penalties; and is hourly forbidden to do this, that and the other, which he was anxious to do. By words he hears that his happiness is the end in view; but from accompanying deeds, he habitually receives more or less pain. Utterly incompetent as he is to understand that future which his mother has in view, or how this treatment conduces to the happiness of that future, he judges by results as he feels; and finding these results anything but

pleasurable, he becomes sceptical respecting those professions of friendship. And is it not folly to expect any other issue? Must not the child judge by such evidence as he has got? and does not this evidence seem to warrant his conclusion? The mother would reason in just the same way if similarly placed. If, in the circle of her acquaintances, she found some one who was constantly thwarting her wishes, uttering sharp reprimands, and occasionally inflicting actual penalties on her, she would pay but little attention to any professions of anxiety for her welfare which accompanied these acts. Why then does she suppose that her boy will conclude otherwise? But how different will be the result if the system we contend for be consistently pursued—if the mother not only avoids becoming the instrument of punishment; but plays the part of a friend, by warning her boy of the punishments which nature will inflict. \* \* \* In brief, the truth is that savageness begets savageness, and gentleness begets gentleness. Children who are unsympathetically treated become relatively unsympathetic; whereas treating them with due fellow-feeling is a means of cultivating their fellow-feeling. With family governments as with political ones, a harsh despotism itself generates a great part of the crimes it has to repress; while conversely a mild and liberal rule not only avoids many causes of dissension, but so ameliorates the tone of feeling as to diminish the tendency to transgression.

## III. Education and Customs of the Past.

### 1. A SCHOOLMASTER'S DUTIES IN 1682.

The schoolmaster of the town of Flackbush (Flatbush, L. I.) had arduous duties to perform in addition to "teaching the young idea how to shoot." The following is a copy of a contract made with the pedagogue at that time. The orthography remains unchanged:—

Art. 1. The school shall begin att 8 o'clock and go outt att 11; shall begin again att 1 o'clock and ende att 4. The bell shall bee rung beefore the school begins.

Art. 2. When school opens, one of the children shall reade the morning prayer as itt stands inn the catechism, and close with the prayer beefore dinner; and inn the afternoon the same. The evening school shall begin with the Lord's prayer and close by singing a psalm.

Art. 3. Hee shall instruct the children inn the common prayers and the questions and answers off the catechism on Wednesdays and Saturdays, too enable them too say them better on Sunday inn the church.

Art. 4. Hee shall bee bound too keep his school nine months in succession, from September to June, one year with another, and shall always bee present himself.

Art. 5. Hee shall bee chorister off the church; ring the bell three tymes beefore service, and reade a chapter off the Bible inn the church between the second and third ringinge off the bell; after the third ringinge he shall reade the ten commandments and the twelve articles off ffaith and then sett the psalm. Inn the afternoon after the third ringinge off the bell hee shall reade a short chapter or one off the psalms off David as the congregations are assembling; afterwards hee shall again sett the psalm.

Art. 6. When the minister shall preach at Broockland or Utrecht hee shall bee bounde too reade twice beefore the congregatione from the booke used for the purpose. Hee shall heare the children recite the questions and answers off the catechism on Sunday and instruct them.

Art. 7. Hee shall provide a basin off water ffor the baptism, ffor which hee shall receive twelve stuyvers inn Wampum ffor every baptism from parents or sponers. Hee shall furnish bread and wine ffor communion att the charge off the church. Hee shall also serve as messenger ffor the consistories.

Art. 8. Hee shall give the funerale invitations and toll the bell; and ffor which he shall receive ffor persons off fifteen years off age and upwards twelve guilders; and ffor persons under fifteen, eight guilders; and iff hee shall cross the river to New York hee shall have four guilders more.

The compensation of the schoolmaster was as follows:—

1. Hee shall receive ffor a speller or reader three guilders a quarter; and ffor a writer four guilders ffor the daye school.

Inn the evening four guilders ffor a speller or reader, and five guilders ffor a writer per quarter.

2. The residue off his salary shall bee four hundred guilders in wheat (off Wampum value) deliverable at Broockland Fferry, with the dwellings, pasturage and meadowe appurtainenge too the school.

Done and agreede on inn consistorie inn the presence off the Honourable Constable and Overseers, this 8th daye off October, 1682.

*Constable and Overseers.*

Corneilius Berrian,  
Ryniere Aertsen,  
Jan Remsen,

I agree to the above articles and promise to observe them.

*The Consistorie.*

Adriaen Ryerse,  
Corneilius Barent Vanderwyck.  
Casparius Vanzuren, Minister,

JOHANNES VBN ECKELLEN.

## 2. THE OLD AND THE NEW SCHOOLMASTER.

Charles Lamb, in one of the inimitable *Essays of Elia*, contrasts, with his quaint and quiet humor, the old race of schoolmasters, even in his days fast passing away, with the new race who were gradually displacing them. Those who are familiar with Lamb's writings (and teachers should, if possible, read the "Sketch of his Life," and his "Letters," edited by the late Sir Thomas Noon Talfourd,) can well understand how *Elia* clung to old memories of the fading race. They will remember how he describes that in one of his daily jaunts between Bishopsgate and Slackwell the coach stopped to take up a staid-looking gentleman on the wrong side of thirty, and how this gentleman proved to be one of the new race of pedagogues, who confounded him by asking questions on all sorts of subjects,—“prize cattle,” “cotton,” “the value of the rental of all the retail shops in London,” “the North Pole Expedition,” *cum multis aliis*; and how ignorant *Elia* proved to be respecting such matters. They will also call to mind *Elia's* remarks respecting the new race. “The modern schoolmaster,” he says, “is expected to know a little of everything, because his pupil is required not to be entirely ignorant of anything. He must be superficially, if I may so say, omniscient. He is to know something of pneumatics, of chemistry, of whatever is curious or proper to excite the attention of the youthful mind; an insight into mechanics is desirable, with a touch of statistics, the quality of soils, &c., botany, and the constitution of the country.” No doubt *Elia* is right. Society has certainly laid a heavy burden upon the shoulders of the new race of teachers, whether for good or for evil we do not pretend to determine. When we consider the strange collection of information on all subjects which the new schoolmaster is required to possess, “the valuable assortment of goods of the newest patterns” which he is obliged to bring to market, we are half inclined to say it is really wonderful “that one small head could carry all he” knows.—*National Society's Monthly Paper*.

## 3. SUMMARY OF THE CONNECTICUT BLUE LAWS.

The famous blue code of Connecticut is thus given in abstract by a contemporary:—

No Quaker or dissenter from the established worship of the dominion shall be allowed to give a vote for the election of magistrates, or any officer.

No food or lodging shall be afforded to a Quaker, Adamite, or heretic.

If any person turns a Quaker, he shall be banished, and not suffered to return upon the pain of death.

No priests shall abide in the dominion; priests may be seized by any without a warrant.

No man to cross a river with but an authorized ferryman.

No man shall run on the Sabbath day, or walk in his garden or elsewhere, except reverently to and from meeting.

No one shall travel, cook victuals, make beds, sweep house, or shave on the Sabbath day.

No woman shall kiss her child on the Sabbath or fasting day.

The Sabbath shall begin at sunset on Saturday night.

To pick an ear of corn in a neighbor's garden shall be deemed theft.

A person accused of trespass in the night shall be judged guilty unless he clears himself by oath.

No one shall buy or sell lands without permission of the selectmen.

When it appears that an accused has confederates, and he refuses to discover them, he may be racked.

A drunkard shall have a master appointed by the selectmen, who are to debar him the liberty of buying and selling.

Whoever shall publish a lie to the prejudice of his neighbor, shall sit in the stocks and be whipped fifteen stripes.

No minister can keep a school.

Man-stealers shall suffer death.

Whoever wears clothes trimmed with gold or bone lace, above two shillings by the yard, shall be presented by the grand jurors, and the selectmen shall tax the offender at £300 estate.

A debtor in prison, swearing he has no estate, shall be let out and sold to make satisfaction.

Whoever sets fire in the woods and burns a house, shall suffer death; and persons suspected of this crime shall be imprisoned without benefit to bail.

Whoever brings cards or dice into the dominion, shall pay a fine of \$5.

No one shall read common prayer, keep Christmas or Saint's day, make mince pies, dance, play cards, or play on any instrument of music, except the drum, trumpet, and jews-harp.

No gospel minister shall join the people in marriage; the magistrates only shall join in marriage, as they only may do it with much less scandal to Christ's Church.

When the parents refuse their children convenient marriage, the magistrates shall determine the point.

The selectmen, on finding children ignorant, may take them away from their parents, and put them in better hands, at the expense of their parents.

A man that strikes his wife shall be imprisoned as the court directs.

A wife shall be deemed good evidence against her husband.

Married persons must live together or be imprisoned.

No man shall court a maid in person or by letter, without first obtaining the consent of the parents; £5 penalty for the first offence, £10 for the second, and for the third, imprisonment during the pleasure of the court.

Every male shall have his hair cut according to cap.

## 4. ENGLISH VILLAGE SCHOOLS—PAST AND PRESENT.

The normal aspect of a village school used then to be, an aged crone in the chimney corner, spectacles on nose, and rod in hand; a loutish boy crowned with a fool's cap, within by her side; a class of trembling dunces before her, endeavouring to shirk unchastised through lessons which they were as unapt to learn as their mistress was to teach; and, in the back ground, the body of the school, ignorant, rude, dirty, and of evil savor; just such a brutal and unpromising brood as the incapable old hen who presided over them might be expected to rear. In the present year of our Lord 1860, a village, nay, a work-house school, in any district of England, presents a very different, and much pleasanter sight. Order, cleanliness, and intelligence now predominate; the active and experienced teachers—young men and women in the prime of life, carefully trained to teach—understand the duties thoroughly, and are proud of their success in discharging them. Punishments are now rare, and never cruel; the children have a happy and cultivated look, and the result of this improved system of school teaching obtrudes itself gratefully on the eye and ear of the visitor in well-written copies and careful drawings, in distinctly enunciated reading, in harmonious singing, and arithmetical calculations of surprising accuracy and rapidity.—*Cornhill Magazine*.

## 5. PENALTIES FOR NEGLECT OF EDUCATION IN SWITZERLAND.

Parents in Switzerland who do not “train their children in the way they should go,” are placed upon a stone in a conspicuous place with a rod in the right hand; and formerly, every one who passed was at liberty to use it on their backs. So late as 1855, a father and mother were obliged to sit on this stone, with a paper fastened to them in front, on which was written, “Duty-forgetting Parents.”

## IV. Papers on Tobacco in Schools, &c.

### 1. TOBACCO IN CAMP AND COLLEGE.

The deepening conviction that the habitual use of tobacco is a source of physical and mental degeneration, has steadily obtained a firmer hold of the public mind since the thorough exposition of the opinions of the medical profession in the columns of this journal. To that discussion the late manifesto of Sir Benjamin Brodie must be considered as a supplement, affording an authoritative sanction to the conclusions at which we arrived in summing up the debate. In this country of free discussion and free action, the changes wrought by conviction are worked out slowly and spontaneously by individual process of resolve. Across the channel, where “*Facta, non verba*” is the rule of the empire, the opinions elicited by the great English controversy have borne fruit in deeds. It will be remembered that certain statistical results have been obtained at the Ecole Polytechnique and other public schools and colleges, attesting that the smokers were also the dunces, and that the intellectual as well as the physical development of the students was checked by the use of tobacco.

The Minister of Public Instruction has published a circular, addressed to the directors of colleges and schools in France, forbidding the use of tobacco and segars by the students. It is said that the physical as well as the intellectual development of many youths has been checked by the immoderate use of tobacco. As Paris alone contains 29,000 pupils, the edict applies to a large population. It would be well could the authorities of the English colleges and universities decree the same abstinence for all students, in residence or otherwise under control. There are two classes of men in England who at this moment are addicted to frightful excess in tobacco smoking, and suffer the evil consequences in depression, debility, hebetude and nervousness. These are students at college, and officers in barrack, garrison, and camp. The latter especially, smoke incessantly, beginning early in the day and continuing till night has fallen. The dulness of barrack life, which incites to the excess, is deepened by the habitual depression which tobacco in the end produces. The depressed and debilitated condition of numbers of these young men, who, from such depots as the camp at Aldershot, visit London, has long been the subject of observation among the surgeons who are called to treat their complaints, and have the opportunity of comparing their nervous force with the standard of civil life. Nowhere are the evils of tobacco smoking more rampant than in the camp and the college. Is it impossible that higher authority should intervene to ameliorate their condition?—*The Lancet*.

## 2. EFFECT OF SMOKING ON THE INTELLECT.

In the September number of the London *Pharmaceutic Journal* for 1860, it is stated that, on dividing the pupils of the Polytechnic School of Paris into smokers and non-smokers, it is shown that the smokers have proved themselves, in the various competitive examinations, far inferior to the others. Not only in the examinations on entering the schools are the smokers of a lower rank, but in the various ordeals they have to pass through in a year, the average rank of the smokers has constantly fallen, and not inconsiderably, when the men who did not smoke enjoyed a cerebral atmosphere of the clearest kind.

## 3. THE HON. J. Q. ADAMS ON TOBACCO.

John Quincy Adams asserted that the "abandonment of tobacco would add five years to the average of human life."

## 4. RESTRICTIVE LEGACY TO AN ACADEMY

At the recent examination of Exeter (N. H.) Academy, a letter was read from J. L. Sibley, of Cambridge, announcing a legacy of \$200 by his father, Jonathan Sibley, Esq., recently deceased. This money is to be distributed in aid of poor students, but to such only as abstain from the use of opium, tobacco, and strong drink.

## 5. ANTIDOTE TO ALCOHOL.

The acetate of ammonia has hitherto been the best known antidote to alcohol. But a physician of Dantzic, Dr. Beck, has discovered a still more effective counter-poison, the composition of which has not yet been made public. It is administered as a mineral paste, enclosed in an olive, and at once destroys not only the immediate effects, but the disastrous effects of inebriety. A drunken Pole, upon whom experiments were made, swallowed successively three of the prepared olives and three bottles of brandy, after which he did not exhibit the slightest trace of intoxication, and showed no signs of sickness.

## 6. NAMES OF VARIOUS KINDS OF TEAS.

"Hyson" means "before the rain," or "flourishing spring"—that is, early in the spring. Hence it is often called "Young Hyson." "Hyson Skin" is composed of the refuse of the other kinds, the native terms for which means "tea skins." Refuse of a still coarser description, containing many stems, is called "tea bones." "Bohea" is the name of the hill in the region where it is collected. "Pekoe," or "Pecco," means "white hairs"—the down on the tender leaves. "Powchong"—"folded plant." "Souchong"—"small plant." "Twankay" is the name of a small stream in the province where it is bought. "Congo" is from a term signifying "labor," from the care required in its preparation.

## 7. GOOD AND EVIL EFFECTS OF TEA.

Statistics go to prove that tea is used more or less by one-half of the human race—500,000,000 of people. Theine is the peculiar organic principle which gives tea its value. Taken in small quanti-

ties tea is healthful; but the extract of one ounce taken per day, by one person, produces a trembling in the limbs and wandering of the mind.

## V. Papers on Colonial Subjects.

### 1. DESCRIPTION OF THE CANADIAN SHORE ON LAKE SUPERIOR.

From Mr. W. H. Palmer's letters to the Editor of the *Toronto Leader*, we select the following information in regard to the North or copper mining shore of Lake Superior:—"Our land is generally hilly, and much of it rocky and unfit for cultivation. But then, as in most mountain lands, we have the most beautiful valleys, rich alluvial plateaus, and sloping hill sides. We have also some very fine prairie land. Only a few days ago, when out on one of my exploring trips, I found a prairie of not less than 20 square miles, or 12,800 acres, the most beautifully situated of anything I have ever seen, (although well acquainted with the prairies of the West.) The land is perfectly dry and level, naturally drained by little rivulets running through it, and emptying into a fine river, navigable for large boats, sweeping along in graceful curves through its centre. The whole of this noble expanse is encircled by rocky hills rich in minerals. On one single bluff, during one short forenoon's operation, I found silver and lead. In wending my way through the waving sward of wild grass (chiefly blue joint) varied here and there by clumps of trees, giving it the appearance of an immense English park, I thought what a place this would be to run the steam plow over! A farmer, with sufficient capital to start that great engine of modern improvement, might in one year get a farm of 1,000 acres under crop; and a mining company with a moderate capital, going to work amongst the metaliferous rocks in the neighborhood, would open at once a market for the farmer's produce. And this is just the epitome of our country here. The miner will support the farmer, and the farmer will support the miner; and thus by a friendly interchange of mutual support we shall make a great country of it. Frequent enquiries, too, are made about the degree of cold particularly here in winter. A notion seems to obtain down the country, that a man cannot show his nose out of doors here without getting frostbitten. That, however, is a great mistake. I know all Canada from the Gulf of the St. Lawrence to the head of Lake Superior, and the States from Maine to Missouri; I have wintered in almost every part of these countries, and I must in candor say that our winter here is no worse than in other places. Indeed, I have seen more people frozen to death, and more hands and feet and noses frost-bitten on the prairies of Wisconsin and Illinois in one winter than I have ever heard of here in 15 years. The ground here never freezes. The snow begins to fall in November, and covering the earth like a great white blanket, to a considerable depth, completely excludes the frost; until about the beginning of April, when the genial warmth of returning spring thaws off the wintry covering, and nature once more shows her smiling face. Whenever we clear off the snows here, in winter, we find the ground soft, the grass green, and everything in a most healthy condition. But whether winter wheat might not mildew under such conditions is a question for old farmers to answer. But, for the various crops of spring wheat, barley, rye, oats, and all sorts of root crops, I can say (from 15 years residence on the River St. Mary) that I know of no better country. Our grasses, too, are of the best and sweetest quality, and the beef and mutton fed upon them are correspondingly tender and nutritious. Diseases amongst cattle are unknown here. I have never seen an unsound liver amongst cattle or sheep raised in this place; although I have sometimes had over one hundred head of them on my farm, on Sugar Island. The only set-off against all this is, that we have to feed them on winter fodder about a month longer than they do in the more southern districts of Canada and Michigan. Our winters are hard, dry, and steady; very much like those at Montreal. We know that winter is coming; we prepare for it, and find it on the whole the pleasantest part of the year; and, when it breaks up, on the approach of spring, we are generally wishing for a little more sleighing. Of copper mining I may say that in 1859, the shipments were 7,000 tons; and this present summer of 1860, will, in a few weeks more, see 150,000 tons of iron passed through the locks of the canal, and 7,000 tons of the finest copper in the world, rich in silver. The total value of these exports may be roughly estimated at \$12,000,000. A wonderful contrast to the export trade of the same region fourteen years ago, which might be set down at:—furs and peltries, \$2,000; lake fish, \$2,000, both which items amount to as much now as then; whilst the trade in metals alone gives us in one year twelve millions. And yet, I reiterate boldly what I have so often said before, that the *North Shore is the richer of the two*; the metalliferous ranges on the Michigan side of the lake being, geologically speaking, only a spur thrown out from the immense mountain masses on the Canada side.



## 2. HISTORY OF THE BRITISH UNITED EMPIRE LOYALISTS OF AMERICA.

*Circular from the Rev. Dr. Ryerson to the Descendants of the British United Empire Loyalists of America.*

The object of this Circular is to solicit from the descendants of the "United Empire Loyalists," and other first Settlers of Upper Canada, any Documents, Journals, Letters, or other Papers which may relate to the Lives and Adventures of their forefathers and of their settlement in Canada, or any facts or information which may afford materials for a history of the venerated founders of our country. The same request is made of the descendants of the United Empire Loyalists in Nova Scotia, New Brunswick, and other parts of America. The documents, &c., to be sent at my expense; and they will be returned if desired.

The first settlers of these Provinces preferred British connexion and government to any other, though they were not all what are technically termed "United Empire Loyalists;" that is, those who had actively supported the unity of the Empire during the revolt and secession of the old American Colonies, now the United (or rather divided) States. Those United Empire Loyalists were the losing party in the contest, which led to their settlement in Nova Scotia, New Brunswick, and Canada. The unsuccessful parties in such contests always appear to disadvantage, and especially when the only histories of them are written by their adversaries. American histories have done great injustice to the motives, principles, and character of our Loyalist forefathers; and no English history of them has been written. They were a noble race of men—in few respects inferior, and in several respects superior, to the lauded Pilgrim Fathers of New England. Their antecedents, their sacrifices, their courage, their chivalry, their enterprise, their perseverance, and their lofty patriotism, claim for them—at the hands of some of their sons—a faithful history and rightful vindication. The same remark applies to Lower Canada from its first connexion with the British Crown. Canada, Nova Scotia, and New Brunswick have many reasons to be proud of their parentage, whose characteristics and merits should be portrayed for the grateful contemplation of posterity.

In the absence of other contributions of the kind,—in accordance with many requests, and after too long a delay,—I purpose to attempt a "History of the British United Empire Loyalists of America," preceding it with some account of the government of the old British American Colonies, their transatlantic relations and disputes; and following it, as time may permit, with a "History of Canada," embracing its Aboriginal Tribes; the growth of its Settlements and Institutions; its deeds in the War of 1812; its Religious persuasions and Public Men; its Municipal and Educational Institutions; the nature and defects of its early Government; the origin and establishment of its system of Responsible Government and its working, as compared with that of the United States and Great Britain; the various elements which enter into the composition of its Society; and the influences—national, religious, political, and social—which contribute to form and develop its character of Canadian Nationality and progressive Civilization.

The History of the United Empire Loyalists will be included in Two Volumes; that of Canada, in not less than two more.

E. RYERSON.

P.S.—The foregoing circular was partly written two years since; but I have, from various causes, deferred printing it until the present time. Some idea of the scope and character of the proposed work may be formed from the following summary-outline of it:—

CHAP.

- I. Discoveries and Explorations of the Atlantic Coasts of America, and information in England as to its Climate and Productions, down to 1620.
- II. Motives and Character of its Settlements, from 1585 to 1630.
- III. Government of the Colonies, from 1606 to the end of the Cromwell Protectorate in England, 1660.

IV. Their Government, from Charles II. 1660, to the English Revolution, 1688.

V. Their Government, from the Accession of William and Mary, 1689, to the Peace of Paris (after the Conquest of Canada), 1763.

VI. Relations of the Colonies (especially those of Massachusetts) to England: (1) From their first Settlement to the end of the Cromwell Protectorate, 1660; (2) From the Accession of Charles II. 1660, to the death of William III. 1702; (3) From the Accession of Queen Anne, 1702, to the Peace of Paris, 1673.

VII. Origin and nature of the disputes between Great Britain and the Colonies: (1) From 1763 to 1770; (2) From 1770 to the Declaration of Independence, 1776.

VIII. United Empire Loyalists, as distinct from the Secessionists:

1. How far they agreed with the Secessionists.
2. Their satisfaction with the concessions of the British Government.
3. Principles, character, and numbers of the Secessionists.
4. Principles, character, and numbers of the Loyalists.
5. Conduct of the Secessionists and Loyalists towards each other, compared.
6. Sacrifices and conduct of the Loyalists during the Revolutionary War.
7. Their circumstances and treatment after the Revolutionary War.
8. Their settlement in Nova Scotia, New Brunswick, and Canada.

IX. Climate, Soil, and Government of Upper Canada; Character, Enterprise, Privations, and Hardships of the first Settlers, &c. &c. &c.

E. R.

Toronto, May, 1861.

## 3. THE RESOURCES OF PRINCE EDWARD ISLAND.

We have always contended that as an Agricultural country Prince Edward Island is superior to any other portion of British North America. Professor Johnston, who surveyed New Brunswick with a view of ascertaining its true character as an agricultural country, after giving figures, reported that "In the capability of growing all the common crops on which man and beast mainly depend, it would appear from a comparison of the above numbers, that the whole province of New Brunswick, taken together, exceeds even the favored Genesee Valley, and the Southern shores of Lake Ontario." He also says—"We seem therefore to be driven to a conclusion, that as a farming country, New Brunswick, as a whole, is superior to New York as a whole."

New Brunswick, in 1851, with 643,954 acres of cleared land, produced 1,692,099 bushels wheat, barley and oats; in 1854, this Island, with only 322,398 acres of cleared land produced 1,848,657 bushels—a fact which proves that Prince Edward Island is more productive than New Brunswick. The comparative statement which we have given, shows that New Brunswick produces a much larger quantity of hay and supports more cattle than this Island. This is easily accounted for. In New Brunswick there are vast tracks of interval lands—marshes of many miles in extent—which, with very little labor, and without any manure produce enormous quantities of hay and grain. In Prince Edward Island the quantity of such land is very trifling.

The great increase in the Exports and the Revenue of Prince Edward Island during the past ten or fifteen years, proves the prosperous state of the Colony. Some fourteen or fifteen years ago it was no unusual thing to see our farmers driving from store to store in Charlottetown; endeavouring to get one shilling and three pence per bushel for oats. Now, no sooner does the shipping season commence than the avenues of the town are beset with runners who often contend for the right to purchase the loads of oats they meet on the roads, at from 2s. to 2s. 6d a bushel, to be paid for, not in goods from the store, but in hard cash.

It may suit the party purposes of some to represent the Island as inferior to the neighboring Provinces, and to do all in their power to prevent immigration to its shores. The returns of the produce grown on the Island, and exported from it, afford the best answer to all such. We have over and over again urged upon our Government the necessity of making known in Great Britain the capabili-

ties of the Island, and of doing something to settle the public lands now unoccupied. We have given them statistics; let them now make proper use of them, by disseminating them among intending emigrants in Europe and elsewhere, and very soon it will be said that there is no vacant land in Prince Edward Island.—*Islander*.

## VI. Papers on Natural History.

### 1. SPIDER LIFE.

Now that the Spring has fairly set in, and we will soon be surrounded by insect life, we may expect to see the industrious spider spinning its cunning web in secluded nooks out of doors, and quiet corners in doors, to catch unwary victims. Were it not for the valuable labors of the spider, the plague of flies and other insects about us would soon be equal to that which befel the unhappy Egyptians in the time of Moses. We therefore say, do not wantonly kill the spiders, for they are the executioners of many troublesome insects.

With a view to interest our readers in spider life, we insert the following sketch from "*Insect Manufactures*,"—a little work published by the Christian Knowledge Society of London, and supplied to Public School Libraries in Upper Canada:

"Not only do these insects produce filmy webs to entrap their prey, but they also spin, for the protection of their eggs, a bag not much unlike the cocoon of the silkworm. At the beginning of the last century a method was discovered of procuring silk from these spiders' bags, and of making it into several useful articles. The experiments for the purpose took place in France; and it was discovered that two species of spider in particular produced strong and beautiful silk, capable of being usefully employed. The structure of these insects was closely examined by the celebrated naturalist Réaumur, and he found that the silk is spun from fine papillæ, or small nipples, placed in the hinder part of the body; these serve the purpose of so many wire-drawing irons, to mould a gummy liquor, which dries as it is drawn out and exposed to the air.

On pressing the body of a spider, the liquor flows into these nipples, and, by applying the finger against them distinct threads may be drawn out through the numerous openings; and what is very astonishing, every separate thread is made up of innumerable smaller threads, so that Réaumur thought himself far within the limits of the truth when he stated that each of the five nipples supplied one thousand separate fibres, in which case the slender filament of the spider's nest must be made up of five thousand fibres. By applying the whole, or a part, of this apparatus to her work, the spider can make the thread stout or fine at pleasure; thus the webs for entrapping flies are very slight and fragile; but the nest for securing the eggs is much stronger, in order to afford them shelter from the cold. The threads are wound loosely round the eggs in a shape similar to that of the silkworm's cocoon. The colour of the silk is generally grey, becoming blackish on exposure to the air: sometimes it is pale yellow, and also of very fine quality; but this is the production of a comparatively rare species, which could not be depended on for the purposes of manufacture. A spider's nest preserved by the writer during the winter was of a beautiful yellow colour, almost approaching that of the cocoon of the silkworm. As spring approached it increased in bulk and became rather paler, until at last a dark appearance in the centre betokened the bursting of the eggs. On the 10th of April ninety-six small yellow-bodied spiders came forth, and were soon actively engaged in weaving their delicate webs across the glass which contained them. A muslin cover admitted air to the interior, and these minute insects appeared to be perfectly healthy although deprived of their natural food. Some sugar was placed in the glass, but they did not appear to consume any of it, although some of them had been hatched for more than a fortnight. After this time the little prisoners were allowed to escape into the garden.

The great obstacle which prevented the establishment of any considerable manufacture from these spiders' bags, was the difficulty of obtaining them in sufficient abundance; but M. Bon, who was enthusiastic respecting the value of his discovery, fancied that he

could easily overcome this obstacle, and at first his efforts appeared remarkably successful. He formed a large spider establishment, which, for a time, was prosperous. Having ordered all the short-legged spiders (which are the most industrious spinners) to be collected for him by persons employed for the purpose, he enclosed them in paper boxes, with pin-holes pricked in them to admit the air to the prisoners. The insects were regularly fed with flies, and they prospered well on this diet. In due time most of them laid their eggs, and spun their silken bags. M. Bon affirmed that each female produced from six to seven hundred eggs, whereas the silkworm moth lays only about one hundred. He also stated, that out of seven hundred or eight hundred young spiders which he kept, scarcely one died in a year; while of one hundred silkworms, not forty lived to form their cocoons.

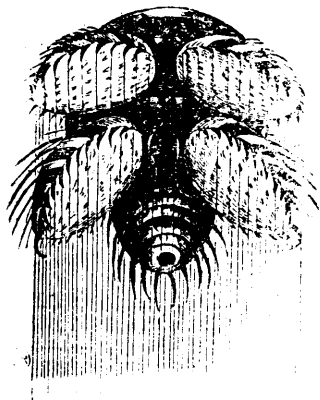
These favourable statements led the Royal Academy of Paris to take the subject into consideration, and Réaumur was appointed to inquire into the merits of the new scheme. This careful inquirer found many serious obstacles in the way of such establishments. The fierceness of spiders, and their propensity to destroy each other, were noticed as unfitting them to be bred and reared together. On distributing about five thousand spiders in cells, in companies of about fifty or a hundred, it was found that the larger spiders quickly killed and ate the smaller, until there remained only one or two occupants of each cell. The silk of the spider was also found to be inferior in lustre and strength to that of the silkworm, and had the disadvantage of being incapable of winding off the ball, but must necessarily be carded.

Indeed, it could require no very great consideration to decide, that spider's silk, when compared with that of the silkworm, was vastly inferior for manufacturing purposes, although employed in many useful and highly ingenious ways by the insect itself. A few of these we must not omit to notice. Every one must have seen the common garden spider (*Epeira diadema*) suspended by its silken rope, or forming its beautiful web; but every one is not aware that that silken rope is made up of a multiplicity of threads, and that when the spider attaches the rope to any object by pressing her spinneret against it, she spreads out these threads over an area of some diameter, thus securing a much greater degree of strength than could be gained by merely fixing her thread to one point. This contrivance may be seen best when the threads are attached to a black object.

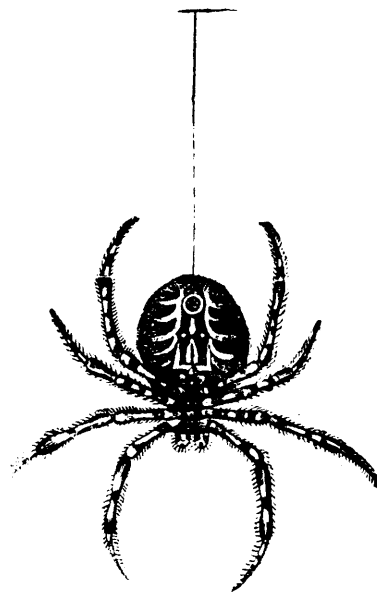
The uses of silk in the webs and nests of common spiders are well known, but there is a clever and surprising adaptation of the same material by several foreign species of spider which must be briefly stated. In the Ionian islands, and also in the West Indies, there are found certain spiders, commonly known as trap-door spiders, which make a cylindrical nest in the earth, and cover the entrance with a door of their own construction, framed of alternate layers of silk and earth, and fastened to the opening by a hinge of stout silk. These spiders also line their nests throughout with numerous layers of silken web to the thickness of stout cartridge paper, and finish it with the greatest care. This beautiful lining is yet further strengthened in particular parts, where the nest is likely to be exposed to danger. But the greatest amount of skill and care is bestowed upon the trap-door and its silken hinge. This door is about the eighth of an inch thick, rough on the outside, not much unlike an oyster shell, which it also resembles in being thick and strong near the hinge, but thinner towards the circumference.

### 2. WHAT A SPIDER CAN DO.

Let me put a spider into a lady's hand. She is aghast. She shrieks. The nasty, ugly thing. Madam, the spider is perhaps shocked at your Brussels lace, and although you may be the most exquisite painter living, the spider has a right to laugh at your coarse daubs as she runs over them. Just show her your crotchet work when you shriek at her. "Have you spent half your days," the spider, if she be spiteful, may remark, "have you spent half your



SPINNING APPARATUS OF THE SPIDER.  
(Greatly magnified.)



GARDEN SPIDER—(Natural size.)

days upon these clumsy ottomans? My dear lady, is that your web? If I were big enough, I might with reason drop you and cry out at you. Let me spend a day with you and bring my work. I have four little bags of thread—such little bags! In every bag there are more than 1,000 holes—such tiny holes! Out of each hole thread runs, and all the threads—more than 4,000 threads—I spin together as they run, and when they are spun they make but one thread of the web I weave. I have a member of my family who is herself no bigger than a grain of sand. Imagine what a slender web she makes, and of that, too, each thread is made of 4,000 or 5,000 threads, that have passed out of her four bags through four or five thousand little holes. Would you drop her, too, crying out about your delicacy! A pretty thing for you to plume yourself on your delicacy and scream at us." Having made such a speech, we may suppose that the indignant creature fastens a rope round one of the rough points of the lady's hands, and lets herself down to the floor. Coming down stairs is noisy, clumsy work, compared with such a way of locomotion. The creeping things we scorn are miracles of beauty. They are more delicate than any ornulu clock or any lady's watch made for pleasure's sake, no bigger than a shilling. Lyonot counted 4,041 muscles in a single caterpillar, and these are a small part only of her work. Hooke found 14,000 mirrors in the eye of a blue bottle, and there are 13,000 separate bits that go to provide nothing but the act of breathing in a carp.—*Dickens' Household Words.*

### 3 POPULAR ERROR IN REGARD TO SPIDERS.

A celebrated entomologist, who has made a special study of the structure and habits of spiders, states that there is not a single authentic case on record of a person being killed, or seriously injured by the bite of a spider; all the stories about the fatal bite of the famous tarentula being simply fables. These insects are, however, exceedingly ferocious in their fights with each other; their duels invariably ending in the death of one of the combatants.

### 4. AQUATIC ARCHITECTS.

Entomologists are familiar with the diving-spider, the caddis-fly and other architects that pursue their ingenious labours under water; but it is not generally known that the larvæ of the pretty beetle *Leptura micans* pass the winter under water. I have often taken them in winter when engaged in brook-dragging, and for a time was puzzled to determine what they were. On the submerged roots of water-grasses will often be found attached small, egg-shaped brown cocoons, nearly as large as the seeds of the smallest kidney-beans. On examining these they will be found to be the water-cases of larvæ, containing within them the partially-completed beetle in a state of torpor. As the imago of *Leptura micans* passes an aerial life, we must not look to the parent as the author of this provision of its progeny during winter. The probability is that the insect resorts to the water-side, and deposits its eggs on the leaves of aquatic plants, which in due time are hatched, and for awhile lead an aquatic life; and at last prepare for their final change to winged beetles by constructing a water-tight cocoon, within which they are ultimately developed. We know little yet of the minute economies of insect-life, and every fact that can be added to their history introduces us to a new field of observation.—*Recreative Science.*

### 5. GIGANTIC CRANE OF AUSTRALIA.

Dr. George Bennett, a naturalist, who has lately published an account of his twenty-two years' residence in Australia, gives a description of the grandest of all Australian birds, the Jabiru, or gigantic crane. It grows to be five feet high, and is so rare that the doctor has seen but four skins of the bird during his residence there. It is very graceful, has large and brilliant eyes, a beautiful metallic brilliancy of plumage, and is easily domesticated.

### 6. ANTIDOTE FOR SNAKE POISON.

A son of Cassius M. Clay, while gunning recently, says an exchange, was bitten on the foot by some poisonous reptile, supposed to be a rattlesnake, and his body immediately exhibited all the symptoms of the most violent poisoning; but he was dosed until stupefied with apple brandy, and the next morning was as well as ever. So confident was Mr. Clay of the efficacy of alcoholic spirits in all cases of poison by the bites of snakes and insects, that he did not even send for a physician.—Salernatus was bound upon the bitten spot, until ammonia could be produced, when the former was moistened with it. This was upon the theory that poison is an acid, and any alkali will answer, though ammonia is thought to be the best. Mr. Clay's experience is confirmed by that of many others, and it is the part of wisdom for all to remember, and to use when needed, this simple antidote.

## VII. Papers on Geography and Statistics.

### 1. THE POPULATION OF THE UNITED STATES.

The New York *Herald* gives the following returns as the official announcement of the population of the United States:

POPULATION OF THE NORTHERN CONFEDERACY.			
States.	In 1850.	In 1860.	
Maine	583,169	619,958	
New Hampshire	317,976	326,072	
Vermont	314,129	315,827	
Massachusetts	994,514	1,231,494	
Rhode Island	147,545	174,621	
Connecticut	370,792	460,670	
New York	3,097,394	3,851,563	
Pennsylvania	2,311,786	2,916,018	
New Jersey	489,555	676,034	
Ohio	1,980,427	2,377,917	
Indiana	988,416	1,350,802	
Illinois	851,470	1,691,233	
Michigan	397,654	754,291	
Wisconsin	305,391	768,485	
Iowa	192,214	682,000	
Minnesota	6,077	172,793	
Oregon	13,294	52,566	
California	92,597	384,770	
Kansas	.....	143,645	
Totals	13,454,169	18,950,759	
Increase in 10 years	.....	5,496,590	

POPULATION OF THE SOUTHERN CONFEDERACY.					
States.	In 1850.		In 1860.		
	Free.	Slave.	Free.	Slave.	
Delaware	89,242	2,290	110,548	1,805	
Maryland	492,666	90,368	646,183	85,382	
Virginia	949,133	472,528	1,097,373	495,826	
North Carolina	580,491	288,548	679,965	328,377	
South Carolina	283,523	384,984	308,186	407,185	
Georgia	524,503	381,682	615,336	467,400	
Florida	48,135	39,309	81,885	63,800	
Alabama	428,779	342,892	520,444	435,473	
Mississippi	296,648	309,878	407,051	479,607	
Louisiana	272,953	244,809	354,245	312,186	
Arkansas	162,797	47,100	331,710	109,065	
Texas	154,431	58,161	416,000	184,956	
Tennessee	763,154	239,460	859,528	287,112	
Kentucky	771,424	210,981	920,077	225,490	
Missouri	594,622	87,422	1,085,695	115,619	
Totals	6,422,503	3,200,412	8,434,126	3,999,283	
Total population (free and slave) in 1850	.....		9,622,915		
Do do do in 1860	.....		12,433,409		
Increase in 10 years	.....		2,810,494		

POPULATION OF TERRITORIES.			
Territories.	In 1850.	In 1860.	
Nebraska	.....	28,893	
New Mexico	61,547	93,024	
Utah	11,354	50,000	
Dacotah	.....	4,839	
Washington	.....	11,624	
District of Columbia	48,000	75,311	
Totals	120,901	263,691	
Increase in 10 years	.....	142,790	

RECAPITULATION.			
	In 1850.	In 1860.	
Total Population of the Free States	13,454,169	18,950,759	
do of the Slave States	9,622,915	12,433,409	
do of the Territories	120,901	263,691	
Total Population of the United States	23,197,985	31,647,859	
Increase in 10 years	.....	8,449,874	

### 2. RUSSIA UNDER ALEXANDER II.

Few persons in this country, we apprehend, are fully informed respecting the rapid advance of Russia, especially in all that concerns her material interests. The present Emperor is one of the best instructed and most enlightened of all the sovereigns of Europe.

Possessed of good understanding, of amiable disposition, of sincere and patriotic aspirations, and withal educated from his earliest years for the high position which he occupies, his reign thus far has been constantly marked by the adoption of measures, all tending to the elevation of the empire in the scale of civilization and progress. In this good work the Emperor is much aided by his brothers, Constantine, Nicholas and Michael, who are men of much energy and activity. This is especially true of Constantine, who is the oldest of the three, although several years younger than the Emperor. The Emperor is also surrounded by an able staff of Ministers, or Secretaries of State, some of whom—Gortshakoff, for instance—are men of great abilities.

One of the methods which the Russian government employs to promote the best interests of the people, is to employ agents in all the most civilized countries, whose business is to report to the government every new discovery and invention made in these countries, which can in any way benefit Russia. One of these agents resides in the city of New York, but goes repeatedly every year to St. Petersburg, and either sends or takes with him descriptions and models of every new and valuable invention which appears among us. In this way our Sewing Machines, our Reapers (McCormack's and others) our Mowers, &c., are reproduced in Russia, and that without much delay, and with great advantage to the people. In these things the government pursues a most laudable course, and one of vast importance in the present state of things in that country.

Twenty-five years ago there was scarcely a steamboat on any river in Russia, except the Neva, and but a few on that river, and they were mostly owned by a Mr. Baird, a Scotchman, who introduced the steamboat into Russia, and made a large fortune by doing so. Now there is hardly a navigable stream in that country on which steamers are not running. There are many on the Neva, running up to Lake Ladoga; there are many on the Wolga, (navigable for 1,600 miles) and running down to Astracan and the Caspian sea. There are many Russian steamers as well as sailing vessels on that sea, which extends far down into Central Asia.

Russia is destined to be covered with a network of railroads. As no country in the world is so likely to be benefitted by them in an equal degree with Russia, so no country has greater facilities for their construction. Level almost to a plain, abounding in wood and iron, it is easy to foresee that at no distant day railroads will be made in all parts of that great empire, uniting St. Petersburg and Moscow and Warsaw with Kieff and Odessa and Astracan. The railroad from St. Petersburg to Moscow has been in operation for several years; so have three short ones about the former city.

The railroad from St. Petersburg to Warsaw is rapidly advancing to completion. An important railway is in progress of construction from Moscow eastward to the Wolga. And another is to be undertaken soon, which will run from Moscow to Kieff and thence to Odessa, and a branch into the Crimea. But perhaps the most important of all the railroads which have been projected in Russia is that which is to be made from Moscow to the Caucasus, and through that mountain range (which is now entirely in the hands of the Russians, since the termination of the war with the Circassian tribes that inhabit them) to Tiflis, the chief place in the Russian Provinces, which lie south of the Caucasus. The railroad will extend Russian trade and Russian influence into Persia, and almost to the confines of India. And the time too, is coming when railroads will unite Moscow with the chief cities of Southern Siberia, with Kiacht, on the borders of China, and with Nicholaieff on the great river Amoor, which is navigable for more than 1,860 miles, and on which several steamers are now running. Nicholaieff is now connected by steam with San Francisco in California. And yet Nicholaieff is not five years old! Everything announces that Russia has a wonderful future before her.

### 3. THE CENSUS OF RUSSIA.

The Russian census, just completed, gives 79,000,000 as the total population, the women in excess of the men to the number of 1,750,000. The nobles and the highest guild of traders number about 1,000,000, the nobles possessing 21,000,000 of serfs. The lower classes, including serfs, petty traders and artisans, number 53,500,000. The population of Siberia, including the wandering tribes of Kasan, Astrakan and Orenburg, is 4,000,000.

### 4. TELEGRAPH TO AMERICA VIA RUSSIA.

The telegraphic lines of Russia have advanced into Asia, and are progressing with extraordinary rapidity. Siberia will soon be traversed by them; and it is said the Russian Government propose to connect Siberia with America by means of a submarine line along the Alentian Islands.

### 5. CHINESE CUSTOMS THE ANTIPODES OF ENGLISH.

The very striking contrarieties in comparison with our own, is amusingly given in the following extract from a work published at Macao:—

“On inquiring of the boatman in which direction Macao lay, I was answered in the west-north, the wind, as I was informed, being east-south. We do not say so in Europe, thought I; but imagine my surprise when, in explaining the utility of the compass, the boatman added, that the needle pointed to the south! Wishing to change the subject, I remarked that I concluded he was about to proceed to some high festival, or merry-making, as his dress was completely white. He told me, with a look of much dejection, that his only brother had died the week before, and that he was in the deepest mourning for him. On landing, the first object that attracted my notice was a military mandarin, who wore an embroidered petticoat, with a string of beads round his neck, and who, besides, carried a fan; it was with some dismay I observed him mount on the right side of his horse. On my way to the house my attention was drawn to several old Chinese, standing on stilts, some of whom had gray beards, and nearly all of them huge goggling spectacles; they were delightfully employed in flying paper kites, while a group of boys were gravely looking on, and regarding the innocent occupation of their seniors with the most serious and gratified attention. Desirous to see the literature of so curious a people, I looked in at a book store. The proprietor told me that the language had no alphabet, and I was somewhat astonished, on his opening a Chinese volume, to find him begin at what I had all my life previously considered the end of the book. He read the date of the publication—‘The fifth year, tenth month, twenty-third day.’ We arranged our dates differently, I observed; and begged that he would speak of their ceremonials. He commenced by saying, ‘When you receive a distinguished guest, do not fail to place him on your left hand, for this is the seat of honour; and be cautious not to uncover the head, as it would be an unbecoming act of familiarity.’ Hardly prepared for this blow to my established notions, I requested he would discourse of their philosophy. He re-opened the volume, and read with becoming gravity, ‘The most learned men are decidedly of opinion that the seat of human understanding is the stomach! On arriving at my quarters, I thought that a cup of “Young Hyson” would prove refreshing, feeling certain that, in this at least, I should meet with nothing to surprise me; imagine my astonishment when I observed that the “favourite leaf,” the Chinaman was about to infuse, looked quite different to any I had ever seen, it being, in colour, a dull olive, having none of the usual bloom on its surface. I remarked on its appearance, when my attendant quietly said that they never used painted tea in China, but as the foreigners pay a better price for it when the leaves are made of one uniform colour, they of course had no objection to cover them with powders. On drinking the infusion made from the pure leaf, I at once resolved to become a convert to this fashion, leaving the other Chinese customs for future consideration.’—*Papers for the Schoolmaster.*”

### 6. JAPANESE LITTLE FOLKS.

The Hon. Frank Hall, who is now in Japan, speaks thus favorably of the Nihponese children. During more than half a year's residence in Japan, I have never seen a quarrel among young or old. I have never seen a blow struck, scarcely an angry face. I have seen the children at their sports, flying their kites on the hills, and no amount of intertangled strings, or kites lodged in the trees, provoked angry words or impatience. I have seen them intent on their games of jackstones and marbles under the shaded gateways of the temples, but have never seen an approach to a quarrel among them. They are taught implicit obedience to their parents, but I have never seen one of them chastised. Respect and reverence to the aged is universal. A crying child is a rarity seldom heard or seen. We have nothing to teach them in this respect out of our abundant civilization. I speak what I know of the little folks of Japan, for more than any other foreigner have I been among them. Of all that Japan holds, there is nothing I like half so well as the happy children. I shall always remember their sloe-black eyes and ruddy brown faces with pleasure. I have played battledore with the little maidens in the streets, and flown kites in the fields with as happy a set of boys as one could wish to see. They have been my guides in my rambles, shown me where all the streams and ponds were, where the flowers lay hid in the thicket, where the berries were ripening on the hills; they have brought me shells from the ocean and blossoms from the field, presenting them with all the modesty and less bashful grace than a young American boy would do. We have hunted the fox-holes together, and looked for the green and golden ducks among the hedges. They have laughed at my broken Japanese and

taught me better, and for a happy, good-natured set of children, I will turn out my little Japanese friends against the world. God bless the boys and girls of Nippon!

## VIII. Miscellaneous.

### 1. POETICAL GEMS.

There are some happy moments in this lone  
And desolate world of ours, that well repay  
The toil of struggling through it, and atone  
For many a long sad night and weary day.  
They come upon the mind like some wild air  
Of distant music, when we know not where,  
Or whence, the sounds are brought from; and their power,  
Though brief, is boundless.—*Halleck.*

There is a history in all men's lives,  
Figuring the nature of the times deceased:  
The which observed, a man may prophesy  
With a near aim of the man's chance of things  
As yet not come to life; which in their seeds,  
And weak beginnings lie intresured.—*Shakespeare.*

There's a proud modesty in merit!  
Averse to asking, and resolved to say  
Ten times the gift it asks.—*Dryden.*

That very law which moulds a tear,  
And bids it trickle from its source,  
That law preserves the earth a sphere,  
And guides the planets in their course.—*Rogers.*

Earth is an island, parted round with fears;  
The way to heaven is through a sea of tears;  
It is a stormy passage, where is found  
The wreck of many a ship, but no man drowned.—*Quarles.*

Of the cloud which wraps the present hour,  
Serves but to brighten all our future days.—*B. Brown.*

The good are better made by ill,  
As odors crushed, are sweeter still.—*Rogers.*

### 2. POETICAL DEFINITIONS.

How musically and beautifully some people express their thoughts! Are not the following definitions in a quaint, curious, pleasant style?

Religion—A key which opens wide the gate of Heaven.  
Death—A knife by which the ties of earth are riven.  
Earth—A desert through which pilgrims wend their way.  
Grave—A home of rest which ends life's weary way.  
Resurrection—A sudden waking from a quiet dream.  
Heaven—A land of joy, of light and love supreme.  
Faith—An anchor dropped beyond the vale of death.  
Hope—A lone star beaming o'er a barren heath.  
Charity—A stream meandering from the fount of love.  
Bible—A guide to realms of endless joy above.

### 3. ANECDOTES OF BOY LIFE IN LONDON.

BY JOHN B. GOUGH.

How do the poor live in London? I will give you a little of my street experience. One day I caught a little fellow not bigger than a good-sized baby, with his hand in my pocket. I caught him in the act, and turned and saw the little fellow with his right hand up to his eyes, crouching and squirming like a dog, expecting to be punished.

"What are you doing with your hand in my pocket?"

"Nothing."

"Where is your father?"

"Father's dead."

"Where is your mother?"

"I ain't got none."

"Where are your friends?"

"Ain't got no friends."

What could I do? I let him go, and he dived like a rat, into a pile of unfinished buildings; and that was his home. Another of these boys told me that his mother died before he could remember, and, when his father died, the furniture of the room was taken to

pay the expenses of the funeral, men were taking away the things and now he slept in a garret, or a railway arch or an omnibus. Or poor boy said that he passed the greater part of one winter on a iron roller in Regent's Park.

### REST FOR THE WEARY—A TOUCHING INCIDENT.

"Yet the promise of rest to the weary and heavy laden has visited some of them. A friend of mine, seeking to relieve the poor, came to a flight of stairs that led to a door, which led into a room reaching under the slates. He knocked. A feeble voice said, 'come in' and he went in. There was no light; but as soon as his eye became adapted to the place, he saw, lying upon a heap of chips and shavings, a boy about ten years of age, pale, but with a sweet face. 'What are you doing here?' he asked the boy: 'Hush, hush! I am hiding.' 'Hiding? What for?' And he showed his white arm covered with bruises and swollen. 'Who was it beat you like that?' 'Don't tell him: my father did it.' 'What for?' 'Father got drunk, and beat me because I would not steal!' 'Did you ever steal?' 'Yes sir, I was a thief once.' These London thieves never hesitate to acknowledge it, it is their profession. 'Then why don't you steal now?' 'Because I went to the Ragged School, and the teacher told me, 'Thou shalt not steal! and they told me of God and Heaven. I will never steal, sir, if my father kills me.' Said my friend, 'I don't know what to do with you: here is a shilling; I will see what I can do for you.' The boy looked at it a moment, and then said: 'But, please sir, would'n't you like to hear me sing my little hymn?' My friend thought it strange that, without food, without fire, bruised and beaten, as he lay there, he could sing a hymn; but he said: 'Yes, I will hear you.' And then, in a sweet voice, he sang:—

Gentle Jesus, meek and mild,  
Look upon a little child.  
Pity my infirmity,  
Suffer me to come to Thee.

Fain would I to Thee be brought;  
Gentle Lord, forbid it not;  
In the kingdom of Thy Grace,  
Give Thy little child a place."

"That's my little hymn: good-bye!" The gentleman went again in the morning; went up-stairs; knocked at the door—no answer; opened it, and went in. The shilling lay on the floor. There lay the boy with a smile on his face—but he was dead! In the night he had gone home. Thank God, that he has said: 'Suffer little children to come unto me!' He is no respecter of persons, black or white, bond or free, old or young. He sends his angels to the homes of the poor and the destitute; the degraded and the wicked, to take his blood-bought little ones to his own bosom!"

### 4. QUEEN VICTORIA IN HER OWN CAPITAL.

BY JOHN B. GOUGH.

One sight is often to be seen in Hyde Park which strikes a republican as rather strange. You are leaning against the rails, idly watching the ceaseless flow, when all at once, as suddenly as by the word of command, though not by word of command, every one of the carriages pulls up on one side, the equestrians do the same, and two scarlet grooms gallop by. Immediately behind, in a plain carriage, is a lady, rather stout, with a good colour, with a baby or daughter, or female attendant. There is nothing particularly remarkable about her; yet every hat is lifted, every head is bared, and towards that matron lady every eye is turned; and no wonder; for that is Victoria, England's Queen! She reigns for her virtues supreme in the affections of Englishmen. An Englishman is proud of his country; but above all of his Queen. Wherever he is, however remote from his own island home, 'The Queen!' is the first toast given at all public festivities where Englishmen are congregated—'The Queen, God bless her!'

In England there is an immense respect to rank and wealth. In this case, the highest rank in the land is filled by a woman, and that woman a wife and mother, and, in all relations of life, a pattern to her people. No wonder that John Bull gets red in the face as he shouts, with might and main:

"Send her victorious,  
Happy and glorious,  
Long to reign over us,  
God save the Queen!"

### 5. THE PRINCE OF WALES AND CANADA.

The Prince of Wales does not forget Canada. We have pleasure in learning that he has just sent Mrs. Hatt, daughter of Col. de Salaberry, and Mrs. Laura Secord, £100 stg. each, as a mark of sympathy for these ladies in their straitened circumstances. The Mrs. Secord spoken of is the widow of the late Jas. Secord, Esq., of Chippawa. Her patriotic services during the war of 1812, which are well known, were brought under the notice of the Prince during his visit last summer, have thus been handsomely acknowledged.



The Prince of Wales is a true, gallant Prince. with a warm regard for the old ladies as well as for the young ones. Of all the many tokens he has left of his visit to Canada, we doubt if there be one more graceful than this mark of Royal favor to the two aged ladies above mentioned.—*Niagara Mail*.

#### 6. THE NEW COPPER COINAGE.

A new bronze coinage has just been issued which is to replace our current coppers. The pieces—penny, half-penny, and farthing—are about one one-third the size (bulk is probably meant) and one half the weights of the old coins. They are neatly struck. The image of Her Majesty is, however, unsatisfactory, as except on the half-penny, it bears no resemblance whatever to the Queen. Instead of the fine well-cut head on the old pennies, both head and shoulders are given, and the bust is small in comparison with the head. The head dress is neither classical nor modern. On the reverse is dear old Britannia with her trident, a lighthouse, a ship in full sail, and a view of the sea, which has been omitted in our recent currency. The superscription round the Queen's head is "Victoria, D.G., Britt. Reg. F. D.," and, on the reverse side, "One Penny," "Halfpenny," and "Farthing" respectively, with date 1860.—*Morning Post*.

#### 7. NEVER DECEIVE A CHILD.

Never promise him what you do not intend to perform; always do for him as you promise. "I train him up in the way he should go, and when he is old, he will not depart from it." Do not parents forget the importance of this precept in respect to deception? Do they not deceive their children without a thought that they are thus teaching them to deceive? The importance of truth, without art of deception, in the management of children, is illustrated by the incident narrated in the following paragraph from a New York paper:—

"Two small boys met on the side-walk, and after some minutes spent in conversation, one remarked to the other that some little thing might be obtained, if he could obtain a few cents from his parents. "But," said the other, "I do not need any money to obtain it, for my mother told me I should have it at such a time." "Pho!" said the first, "my mother has promised me so a great many times, and I did not get it, and I don't think you will either." "What!" said the other. "O, yes," replied the first, "Our mother only tells us so to get rid of us, and think it will be so with yours." "What! my mother tell a lie! I would sooner believe the Bible tells lies than my mother!" exclaimed the little fellow, and immediately left his companion. What a lesson should this afford to all parents, guardians, and those who have the care of youth?

#### 8. SELECTION OF AN OCCUPATION IN LIFE.

Nothing can be more essential to the success and happiness of man, than his fitness for the business in which he may engage for life. In view of the importance of this subject, we offer to the young readers of the *Companion* the following reflections. Of the occupations which man pursues for a livelihood, those which are simplest are the best for his health and peace, so long as their product answers all his honest needs. More of the wrong traits of human character spring from false, or uncongenial occupation, than from inherent sources, and it will be found upon observing carefully, that men, as a general rule, are ingenuous in their speeches, unostentatious in their manners, frank and direct in their dealings, in proportion as their life-pursuits are simple. And as man is never so noble in his ordinary character, as when he puts on the best mask and artifice, speaking what he thinks and acting what he feels with an earnestness that inspires faith in his sincerity, it cannot be difficult to demonstrate that this unpatented nobility is more natural to the life of the farmer, the artisan, the mechanic, or the man of whatever useful labor that has a fixed and simple rule.

A greater manliness is the necessary outgrowth of these open occupations. He who follows them, plainly tells in his labor what he is about and commits its value to the common judgment. He need not fly to the subtleties of speech, like the lawyer; nor disgrace his practice like the physician; nor hide the defects or exaggerate the virtues of his wares like the merchant. These avocations, of necessity, natural or acquired, require an address which is too often allied with craft and cunning, and which, though it may scorn open falsehood, does not disdain duplicity and deceit. The occupation of the trader, of whatever class, is vastly more inspiring of selfishness and craft than that of the producer of the thing traded in. This is apparent to the commonest observation.

How unwisely do multitudes of parents, if they desire the greatest good for them, select the life-occupation of their children. And

multitudes of men do not select with more wisdom for themselves. If, instead of health of body and peace of mind, the greatest worldly gain and notoriety were the grand desideratum, then the more craft, chicane, the better the occupation. But this, with the more reflecting, will not be the rule so long as simpler means can be made to answer every rational need of life.—*Literary Companion*.

#### 9. TOO MUCH MONEY.

Said a friend to us on a recent occasion, "I never saw but one man in my life, who acknowledged he had quite as much money as he knew how to dispose of. I had called at his house one day, when a gentleman present urged him to a scheme from which he might realize a large profit. 'You are right,' said he, 'as regards the probable success of the speculation, but I shall not embark in it; I have too much money now.' This very uncommon remark struck me most forcibly, and, after the gentleman had retired, I asked Mr. P. to explain. 'Yes,' said he in reply, 'I would not cross the streets to gain thousands; I should be a happier man if my income were less. I am old, and in a year or two whatever I possess will avail me naught—my daughters are dead, and I have three sons upon whom I look with a father's pride. My own education had been neglected, my fortune was gained by honest labour and careful economy; I had no time for study, but I resolved that my sons should have every advantage. Each had the opportunity of gaining a fine classical education, and then I gave them the choice of a profession. The eldest would be a physician; the second chose the law; the third resolved to follow my footsteps as a merchant. This was very well—I was proud of my sons, and hoped that one day I might see them distinguished, or at least useful to their fellow men. I had spared no expense in their training; they had never wanted money, for I gave each a liberal allowance. Never had men fairer prospects of becoming honoured and respected; but look at the result. The physician has no patients; the lawyer not a single client, and the merchant is above visiting his counting-house. In vain I urge them to be more industrious. What is the reply? 'There is no use in it, father—we never shall want for money; we know you have enough for all.' So look at my disappointment. Instead of being active, energetic members of society, my sons are but idlers, men of fashion and display. True, they have few vices—perhaps not so many as their associates; they have never done anything to bring disgrace upon my name; but I had expected them to add to the little reputation I may have gained. It is not the money that I care for; as my son says, I have enough for all. But let the physician attend the poor, and the lawyer see that justice is done to those who have not the means of paying the enormous fees now required by the members of the bar. The merchant may not need the reward of his labours, but there are a thousand benevolent institutions to the support of which it would be a pleasure for me to see him contribute. They would at least be useful, each in his vocation, to those around them; now, selfish amusements is their only aim. This is the burden upon my heart, and this is the reason of the remark you listen to. Had they been obliged to struggle against difficulties to gain their professions, and were they now dependent upon their own exertions for support, my sons would have gained honour to themselves and me."

This is the experience of many a wealthy parent, though all do not grieve at the result. It has almost passed into a proverb, that "nothing can be expected of rich men's sons;" and in looking about us at the distinguished men of our own day, how few do we find who have been nursed into greatness!

The farmer's son studies in intervals snatched from active labour; he gains the rudiments of a thorough education from well thumbed books, which he cons over by the floating flame of the winter's fire, or the misty light of the gray dawn. His task is rendered doubly hard, inasmuch as he is without an instructor, and must solve the most difficult problems, and unravel the most intricate truths, simply by his own persevering efforts. At length his task is in a measure accomplished, the first step is gained; but a new difficulty arises. He is without means, and must serve a long and tiresome apprenticeship as a teacher, a clerk, or often the two combined, ere he can save enough to enable him to enter college. Three or four years of close study, with the most rigid economy, brings him to the threshold of active life, and should he choose a profession, the same scene must be in part enacted ere his object is accomplished.

Mark well the contrast. Which man, think you, is best fitted to succeed? Surely, not he who has been cradled in luxury, and bribed along the path of knowledge! No, rather would we trust the self-made man, who has already o'ermastered difficulties under which one less resolved would have fallen; and though the one may be favoured by position, connections, and ample means, it is more than probable that the other will look back upon him whom he has far outstripped in the race of life.—*Hunt's Merchants' Magazine*.

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

— **DAYS OF OLD.** New York: R. Carter & Brother. This reprint of an English book contains three stories from old English history written for the young, by the author of "*Ruth and her Friends.*" The first story is called "Wulfgar and the Earl; or Power;" the second, "Caradoc and Deva;" and the third, "Roland." They are all beautifully written, and teach in touching language many a Bible lesson.

— **ROSES AND THORNS.** London: James Hogg & Sons. There are five well-written tales in this book, chiefly illustrative of passages from the Bible as follows:—"Akin for Ever; or, Blessed are the Pure in Heart;" 2. "Rachel Aston's Engagement; or, Let Patience have her Perfect Work;" 3. "Two times in my Life; or, Be of Good Cheer;" 4. "The Christmas Bride; or, Behold the Power of Love;" 5. "A Story in a Snuffbox; or, The Rolling Stone gathers no Moss." The type is good, and there are several excellent engravings in the book.

— **THE CITIES OF REFUGE.** New York: R. Carter & Brother. This is another book by the Rev. John R. Macduff, D.D., designed as "a Sunday book for the young." The first part contains a short address to children; the second contains a sketch of the Six Cities of Refuge in the Land of Canaan; and the third part points out in strong and glowing language the "Gospel Refuge" for sinners. It is a persuasive and valuable book for the young.

## X. Educational Intelligence.

### CANADA.

— **TEACHERS' ASSOCIATIONS.**—The Teachers' Association for the East Riding of Northumberland met at Hilton on the 23rd of March. Various interesting lectures and addresses were delivered, and the association adjourned to meet again at Brighton on the 6th of July. The County of Brant Teachers' Association met at Brantford on the 27th of April, Rev. W. S. Griffin in the chair. An Essay was read by Mr. D. C. Sullivan, "On the Aim and Objects of a Teachers' Association." Mr. W. Nicholl was appointed to prepare another essay for the next quarterly meeting, which was appointed to be held at Paris.

— **BEVERLY SCHOOL SECTIONS.**—The inhabitants of School Sections No. 3 and 5, turned out *en masse* to witness the interesting ceremony of laying the corner-stone of the large and handsome brick building, now in course of erection, for the use of the Common Schools of the above Sections, which are to be united into one. Mr. A. J. Campbell, School Teacher, having formed his pupils into a procession, moved from Thompson's Corners' School House about 3½ P. M., and were met by the children of School Section No. 3, about 4 o'clock. After the pupils were arranged in a position where they could enjoy a full view of the ceremony, a bottle was handed to him, containing the names of the School officers, the Superintendent and Trustees, &c. After the bottle had been deposited by Mr. Campbell, he, by the assistance of the mason, lowered the stone and laid it in its assigned position; having applied the square, &c., he then gave three knocks with the hammer, and declared the foundation stone laid. The children having retired to their seats, he gave a short address on the subject of education, which was listened to with great attention. The interesting ceremony closed by the children singing the well-known hymn, "Happy Land."—*Corres. Hamilton Spectator.*

— **CAYUGA SCHOOLS.**—The *Cayuga Sentinel* of the 5th ult., reports "that the examination of the Junior School, under Miss Laird, occupied the forenoon, and the young folks certainly made a most creditable appearance, showing that, under this young lady's indefatigable management, the school has made substantial progress, and that the Trustees had not reposed confidence in their teacher in vain. The afternoon was occupied by the display of Mr. McKay's scholars, and here, also, were witnessed the results of careful and able instruction, for certainly, few schools could exhibit so many young people so well versed in Mathematics, History, Geography, and Grammar, as were here to be seen: going over, with scarcely a pause, or a failure, many of the most stirring portions of English History; pointing out the river systems of the world, the mountain chains, the boundaries of

\* Most of the books noticed in this Journal are supplied by the Educational Department to Public School Libraries in Upper Canada.

the grand divisions of the globe, and of Empires, Kingdoms, and States; answering many deep questions in figures, and having a complete knowledge of that indispensable branch of knowledge, English Grammar."

"At the conclusion, Alex. Winram, Esq., the Superintendent, passed the highest encomiums upon the Teachers, in his usual closing address, also intimating that at the next examination, prizes would be awarded to the scholars as rewards of merit."

— **UPPER CANADA COLLEGE PRESENTATION.**—Recently a number of the former pupils of Upper Canada College, assembled in one of the parlours of the Rossin House, for the purpose of presenting an address and testimonial to J. P. De la Haye, Esq., late French Master of the College. The testimonial consisted of a very handsome silver claret jug and salver, manufactured at the establishment of Messrs. J. G. Joseph and Co. Upon the shield in front were the crest of Mr. De la Haye, and the following inscription:—"To J. P. De la Haye, Esq., twenty-seven years French Master in Upper Canada College, from his affectionate pupils." Upon the jug were also engraved the names of the old pupils of the institution and subscribers to the testimonial. The address was presented by the Rev. Dr. Scadding, the oldest pupil present, and replied to by Mr. De la Haye. A cold collation was then served up, after enjoying which, several toasts were given and briefly responded to. Mr. De la Haye's health was drunk with great enthusiasm. He briefly responded, and in return drank the health of the "old pupils." The health of the Rev. Dr. Scadding was proposed and drunk with all the honors, and in reply that gentleman alluded to the progress made in the educational institutions of the country since the period Mr. De la Haye became connected with Upper Canada College, and remarked that since Toronto University had been placed upon a more enlarged and permanent basis, the *eclat* of the College had very naturally become reduced. He trusted, however, that it would ever maintain its well-earned reputation, and that its pupils—now to be found in almost all parts of the world—would ever cherish the most kindly regard for each other and for the institution. Other toasts were drunk, after which the meeting separated.—*Leader, abridged.*

— **UNIVERSITY OF QUEEN'S COLLEGE, KINGSTON.**—At the close of the recent Session of this University, the following degrees were conferred:—

**DEGREE OF M.A.**—Archibald Currie (Scotland), Edmund Hooper, B.A., John May, B.A., Herbert Stone MacDonald, B.A., Donald Barr MacLennan, B.A.

**DEGREE OF B.A.**—George Johnson Caie (New Brunswick), Charles Innes Cameron, James Dingwall, William Boyd Ferguson, John Gordon (Nova Scotia), Alexander Hunter (Scotland), John Somerville Lohead, Alexander Macdonald (Scotland), John McIntyre, James Muir, Stephen Daniel Pope, Robert Vashon Rogers, James Cowie Smith (Scotland), Andrew Watson.

**HONORARY DEGREE OF D.D.**—The Rev. Samuel S. Nelles, M.A., President of Victoria College, Cobourg; the Rev. William Donald, M.A., St. Johns, New Brunswick.

**DEGREE OF M.D.**—William J. Anderson, Robert Blakely, Jeremiah R. Cogan, Robert Corry, W. C. Deans, Neil Danlop, John T. Farrell, John M. Fraser, B.A., David Kelly, E. J. Kelly, J. A. Kemp, Anthony O'Reilly, Robert Parker, Robert Ramsay, L.M.Ed., William F. Taylor, W. G. Thiskill, William Weir (Scotland.)

— **THE REV. DR. NELLES.**—We learn with much pleasure that the University of Queen's College, Kingston, has bestowed the degree of Doctor of Divinity upon the Rev. S. S. Nelles, M.A., the worthy President of Victoria College. We know no one better qualified to reflect back the honour thus appropriately bestowed.—*Cobourg Star.*

— **UNIVERSITY OF MCGILL COLLEGE.**—The Convocation of the University of McGill College was held May 2nd at the Normal School building, Belmont Street. In the absence of the President, Mr. Davidson, as senior governor presided. The following degrees were conferred:—

**MASTER OF ARTS.**—Dunbar Browne, B.A., B.C.L.

**BACHELOR OF ARTS.**—Joseph Greene, (Chapman Medallist), William McKay Wright, John Boyd, J. S. Ferguson, Frederick Gore, Caleb S. DeWitt, William Hall.

**GRADUATES IN CIVIL ENGINEERING.**—Robert Bell, Joseph Doupe.

The honorary degree of M.A. was conferred upon J. Thorburn, Esq., Principal of St. Francis College.

**BACHELOR OF CIVIL LAW.**—J. Plimsoll, B.A., J. L. B. Desrochers, Chas. A. Rochon, F. Mackenzie, Louis Armstrong, Gonsalve Doutre, Adolphe P. Ouimet, Philippe Vandal, John Aylen, N. H. Driscoll, David S. Leach, Alexis L. Desaulniers, T. D'Arcy McGee, M.P.P.

**DOCTORS OF MEDICINE AND SURGERY.**—Charles Battersby, Herbert H.

Read, John Ralph Malcolm, Horace Nelson, George E. Gascoigne, Arthur Lyon, Henry Ussher, J. E. Prowse, David L. Philip, Napoleon Leclair, Fred. D. Sutherland, P. McLaren, Duncan McGregor, Donald McGillivray, Joseph M. Drake, James Gun, Herbert Lindsay, V. L. Chagnon, G. W. Power, R. H. Hamilton.

Principal Dawson alluded in fitting terms to the deaths of the Hon. Peter McGill, a Governor, and Dr. Holmes, the senior Professor of the University, and Dean of Faculty of Medicine. He announced the recent benefaction of Mr. W. Molson, and his confident hope that the University buildings would all be completed at an early day. The classes had been larger this session than ever before; there being 58 students in Arts, 125 in Medicine, and 57 in Law, being 240 in all. There would be 44 graduates in the three faculties.

In the evening, the University Society dined together at Dolly's; and on the 4th, after convocation, proceeded to plant trees in the Graduates' Walk, the President (B. Chamberlin, A.M.), by permission of His Royal Highness, planting one on behalf of the Prince of Wales, to commemorate his visit to Montreal and his benefaction to the University.—*Montreal Gazette*.

— **LAVAL UNIVERSITY.**—There was a musical and literary festival at the Laval University, on the 30th ultimo, in honour of the birth-day of the illustrious founder of the Quebec Seminary, Mgr. Laval. The great hall of the University—without exception the most magnificent public room in the city—was crowded to excess, there being nearly two thousand persons present, which, when we consider the unfavourable state of the weather, is an indication of the interest taken in the progress of our Lower Canadian University. Many members of the Legislature, representatives of the different learned professions, besides a host of clergymen, and professors and students of the University and Seminary thronged the seats in the lower part of the hall, while the galleries were crowded with ladies representing the *elite* of our city. Want of time prevented us from devoting more than a few minutes to the festival, of which, however, we saw enough to enable us to speak highly. A couple of eloquent discourses from pupils of the University were loudly applauded. An efficient orchestra rendered some splendid selections of classical music, in the most effective manner, while the vocal pieces were rendered with that correctness which only great care and skilful training can hope to attain.—*Quebec Chronicle*.

## BRITISH AND COLONIAL.

— **ACADIA COLLEGE, NOVA SCOTIA.**—We see by the *Christian Messenger*, of Halifax, that the friends and supporters of Acadia College are anxious to place its finances on a more sure footing than they are at present; to elevate its literary standard, and to create four Professorships. In view of that, it is proposed to raise £15,000 in all, as an endowment fund. The amount already invested, pledged, and to be collected, is £5,000, which leaves £10,000 still to be provided; half of that sum (£5,000) a gentleman interested in the matter proposes to raise by appealing to the generosity, wealth, and intelligence of the Baptist body of the three Provinces, and calling on fifty persons to subscribe £100 each. The duty of collecting the other £5,000 to devolve on the Governors and friends of the College. The proposer of the scheme is sanguine of success.

— **COMPETITIVE EXAMINATIONS AMONG ENGLISH SCHOOLS.**—These examinations for the Deanery of Wigton, on the competitive principle, by the Rev. G. R. Moncrieff, one of her Majesty's School Inspectors, the Rev. James Simpson, Vicar of Shap, and the Rev. Joseph Hodgson, Rector of Aikton, took place on the 1st of August, at the School-house, Abbey Holme, at Allhallows on the 2nd; and at Wigton on the 3rd; and the prizes were awarded, consisting of a dozen handsome work-boxes for girls, and for the boys a large collection of valuable, suitable books, all attractively bound and lettered. In the present year the following schools were admitted into the circle of the competition:—Ireby, Aspatria, Silloth, Blencogo, Wigton, Allhallow, Plumland, Blennerhasset, Abbeytown, Aldoth, Bolton, Uldale, Bothel, and Westnewton. Next year the competition will be opened to all the schools in the Deanery, whether under Government inspection or otherwise. On Wednesday, the 8th, the prizes were distributed by the Hon. and Right Rev. M. Villiers, D.D., Bishop of Durham elect. In the morning, his Lordship preached in Wigton parish church to a very numerous congregation. The Bishop took his text from the 9th chapter of Ecclesiastes part of the 10th verse—"Whatsoever thy hand findeth to do, do it with thy might." The importance of education was set forth in impressive

terms, and all classes of persons—the clergy, schoolmasters, schoolmistresses, parents, &c.—were appealed to in terms which those who were present cannot soon forget.

— **COMPETITIVE EXAMINATION IN THE OLDEN TIME.**—In "An Historical Discourse, or Prelustration of the City of London," published in 1657, we find that there was "An old custome in London that the schooll-masters should meet on festival daies, and their schollers should dispute in logick, as well as grammar questions and principles, and the most common rendezvous was Saint Bartholomew's, in Smithfield, being a priory, where, upon a bank boarded under a tree; they used to meet, and the best schollers were rewarded with bows and arrows of silver, which they carried away as prizes; but that laudable custome is grown obsolete and quite discontinued. A great emulation there was twixt Paul's schollers and those of St. Antonie's: the schollers of Paul's would taunt and term them St. Antonie's piggs, and they would call St. Paul's schollers pigeons of Paul's, and many feuds happened among them in the open streets, but, St. Antonie's school decaying, the quarrel also ceased."—*London City Press*.

— **SIR PEREGRINE MAITLAND'S PRIZE.**—The sum of £1,000 having been accepted by the University of Cambridge for the purpose of instituting a prize to be called Sir Peregrine Maitland's Prize, for an English essay on some subject connected with the Propagation of the Gospel, through missionary exertions, in India and other parts of the heathen world; the prize is to be given once in every three years, and to consist of the accruing interest of the principal sum during the preceding three years. The Vice-Chancellor gave notice that the prize will this year be given for the best essay on the following subject:—"The several efforts made during the Middle Ages to propagate the Gospel, considered with reference to the external and internal condition of the Christian Church at the time." The prize will be adjudged by the Vice-Chancellor, Mr. J. Mayor, of St. John's College, and Mr. Lightfoot of Trinity College.

— **UNIVERSITY LIFE AT OXFORD** has recently been ventilated by Professor Rogers, of King's College, London, and his book is graphic. Some curious things are told in this work. Every under-graduate has a large credit given him by the Oxford tradesmen, which very often embarrasses the debtor through a long life. A student may be prevented from graduating if any action of debt is pending against him at the time. This is not often interposed, however, as his fellow-collegians would withdraw their custom from any tradesman who resorted to this means to get his money. Gambling, racing, rowing and billiard-playing (in this last, dissimulation of skill, for the purpose of winning, is a common trick,) cricket, and tennis are the prevailing amusements. He also says that if Oxford were not a nursery for churchmen "it would be denuded of a great majority of its students."

— **EDUCATION OF CHILDREN OF UNWILLING PARENTS.**—A movement has been set on foot in England for the appointment of a conference to be held at Birmingham. The originators are Lords Brougham, Teignmouth, and Shaftesbury; Sir J. Pakington, M.P.; Sir Stafford Northcote, M.P.; Sir Andrew Agnew, M.P.; Adam Black, Esq., M.P.; the Lord Provost of Edinburgh; Sir A. H. Elston; Sir H. W. Moncrieff; M. D. Hill, Esq., Recorder of Birmingham; Miss Mary Carpenter; and many distinguished friends of the Social Science movement. The object of the association will on this occasion be to bring to bear on the Legislature such arguments as will lead to the grant of public moneys for the education of children who are neither criminals nor paupers, but whose parents are either unwilling or unable to educate them.

## UNITED STATES.

— **PHILADELPHIA PUBLIC SCHOOLS.**—There are in Philadelphia three hundred and twenty-three public schools. The total number of scholars on the first of January, 1860, was 61,745. The amount invested by the city in real estate and furniture, for the support of schools up to the first of January last, was \$1,380,908 00. The amount appropriated for last year, was \$518,802 67.

— **CINCINNATI PUBLIC SCHOOLS.**—From the report of the President of the Cincinnati School Board for the year 1860, it appears that the number of pupils enrolled in the public schools of that city the past year, was 20,892, of whom the average number belonging to the schools, from time to time during the year, was 13,841. Of this average number belonging to the schools, the average actual daily attendance was 12,537; and of daily absentees the average number was 1,297. The total expenditure for

schools was \$230,834. Especial attention is given to the physical education and development of the scholars.

CONNECTICUT SCHOOLS.—Connecticut has nearly one thousand public schools and about one hundred thousand children between the ages of four and sixteen. The state has school accommodations for some eighty thousand children, at an annual expense of about one hundred thousand dollars or five dollars to each child. The average attendance, however, is but little over fifty thousand.

EDUCATION IN MAINE.—The number of school teachers in Maine last year was 7,408: 4,632 females and 2,776 males, an increase of 1,419 in ten years. The average wages of male teachers per month, exclusive of board, were \$21.31; of females, \$2.03 per week, exclusive of board. The cost of 121 school-houses built during the year ending April 1st, 1860, was \$59,135. The whole number of school-houses in the state is 3,946. The whole number of children between the ages of 4 and 21 years, is 248,396.—The Schoolmaster.

XI. Literary and Scientific Intelligence.

LITERARY PENSIONS.—The descendants of Daniel De Foe, the author of "Robinson Crusoe," are now partially supported by a pension of one hundred pounds, recently granted by Lord Palmerson.

BOOK IMPORTS INTO VALPARAISO.—The amount of invoices of books imported into Valparaiso in 1856, was close on to a hundred thousand dollars; in 1857, sixty thousand; in 1858, forty-eight thousand. Under the Spaniards books were almost excluded through high duties, but in 1818 the patriot Government allowed all books and printing materials to come in duty free. A censorship of imported books is, however, still kept up.

GOETHE'S SONGS.—Professor Beryk, of the University of Halle, claims to have discovered eight new songs of Goethe. He has published them as a supplement to Goethe's works.

MONUMENT TO HALLAM.—The historian Hallam is about to have a monument erected in St. Paul's Cathedral to his memory. The committee of this memorial fund have selected an appropriate and beautiful design, and the work on the monument is to be prosecuted with vigor.

GAETA has one memorable circumstance connected with its history. It was there that Cicero was assassinated.

EXPLORATION IN CENTRAL ASIA.—A scientific expedition is about leaving France to explore Southern Siberia, and particularly that portion contiguous to the Amoor.

XII. Departmental Notices.

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

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

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

[Insert Post Office address here.]

SIR,—The [Trustees, or Board of Trustees, if in Towns, &c.] of the ..... School being anxious to provide [Maps, Library Books, or Prize Books, &c.] for the Public Schools in the [Section, Town, or Village, &c.] hereby make application for the ..... &c., enumerated in the accompanying list, in terms of the Departmental Notice relating to ..... for Public Schools. The ..... selected are bona fide for the .....; and the CORPORATION HEREBY PLEDGES ITSELF not to give or

dispose of them, nor permit them to be given or disposed of, to the teacher or to any private party, OR FOR ANY PRIVATE PURPOSE WHATSOEVER, but to apply them solely to the purposes above specified in the Schools of the ....., in terms of the Departmental Regulations granting one hundred per cent. on the present remittance. The parcel is to be sent to the ..... Station of the ..... Railway, addressed to .....

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

Amount remitted, \$...

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

To the Chief Superintendent of Education, Toronto.

NOTE.—Before the Trustees can be supplied, it will be necessary for them to have filled up, signed, and sealed WITH A PROPER CORPORATE SEAL, as directed, a copy of the foregoing Form of Application. On its receipt at the Education Office, the one hundred per cent. will be added to the remittance, and the order, so far as the stock in the Depository will permit, made up and despatched. Should the Trustees have no proper corporate seal, the Department will, on the receipt of two dollars additional, have one engraved and sent with the articles ordered.

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

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

SCHOOL REGISTERS SUPPLIED THROUGH LOCAL SUPERINTENDENTS.

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

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

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