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THE ENGLISH UNIVERSITIES.

I. THE UNIVERSITY OF OXFORD.

Abridged from the last Oxford Calendar.

The University of Oxford is a corporate body, known for ages by the style or title of *The Chancellor, Masters, and Scholars of the University of Oxford*; a title confirmed by the Legislature itself in the reign of Elizabeth. Its ancient privileges have been recognized and augmented by a long succession of Royal Charters from the earliest period; and these Charters themselves have been sanctioned by Parliament: for in an Act, intituled "an Act for the Incorporation of the two Universities," it is expressly declared, that all Letters Patent of preceding Sovereigns granted to the University of Oxford "shall be good, effectual, and available in law, according to the form, words, sentences, and true meaning of every, as if the same Letters Patent were recited verbatim," in the Act itself.

The whole business of the University in its corporate capacity is transacted in two distinct assemblies, technically termed "Houses;" viz. the House of Congregation, and the House of Convocation.

The Chancellor, or Vice-Chancellor, or, in his absence, one of his four deputies, and the two Proctors, or, in their absence, their respective deputies, preside in both Houses, where, on all occasions, their presence is indispensably requisite.

The House of Congregation consists of all *Resident Members* of the University of the degree of M.A. and upwards.

The House of Convocation, or, as it is sometimes called, the Great Congregation, consists both of *Regents* and *Non-Regents*. But the right of sitting and voting in that House is confined by the Statutes to persons of the following descriptions:—

1. The Chancellor, or Vice-Chancellor, and the two Proctors, or their deputies.

2. Doctors in Divinity, Medicine, or Civil Law, who are *necessary Regents*; and Masters of Arts, during the first year of their *necessary Regency*.

3. Heads of Colleges and Halls, and their deputies, and Members on the foundation of any College, who have at any time been Regents.

4. Doctors in Divinity, Medicine, or Law; living with their families within the precincts of the University; and Professors and Public Lecturers, who have at any time been Regents; provided always that they have performed the exercise required of them by the Statutes, and paid all fees which are due to the University, and to its officers. These conditions are, indeed, in all cases indispensable; and, without fulfilling them, no one, be his situation what it may, can exercise the right of voting in Convocation.

5. *Convictores*, as the Statutes call them, that is, all persons not belonging to the foundation of any College or Hall, who have at any time been Regents, and whose names have been constantly kept on the books of some College or Hall, from the time of their admission to the degree of Master of Arts, or Doctor in either of the three faculties, respectively.

Persons who have migrated from one College or Hall in the manner prescribed by the Statutes, and have been admitted in some other College or Hall *within the space of three months*, are deemed to have had their names constantly on the books, provided that during this interval they have not avoided any exercise or other burden which the University requires to be borne by its Members.

Doctors and Masters of Arts, who have ceased to be Members of the University, and afterwards return to it, or who have been incorporated from Cambridge or Dublin *after a personal residence of one hundred and eighty days within the year*, on producing to the Vice-Chancellor, in Congregation or Convocation, a certificate of such residence from the Head of their College or Hall, may claim to be admitted into the House; and,

after their admission, may continue to enjoy the privilege of voting, so long as their names remain on the books of some College or Hall, and they comply with the conditions above stated. The same privilege may also be enjoyed by persons who have been admitted to the degree of Master of Arts, or Doctor in either of the three faculties, by *Diploma*, or by *Decree of Convocation*; but not by those who have been admitted merely to *Honorary Degrees*.

The number of persons required to make a Congregation is *Nine* at the least, besides the Vice-Chancellor and Proctors; but for a Convocation no particular number of Members is required.

The business of Congregation is principally confined to the electing the Hebdomal Council, the passing of Graces and Dispensations, and the granting of Degrees. Upon all questions submitted to the House, the Vice-Chancellor singly, and the two Proctors jointly, possess the power of an absolute negative. In the sole instance of supplications for *Graces*, but in no other, every Member of the House is invested, in addition to the general right of suffrage, with a *suspending Negative* upon each Grace for three times, as the Grace is proposed in three distinct Congregations; but previously to the fourth supplication, he is required to state privately to the Vice-Chancellor and Proctors the ground and proof of his objection, which are subsequently submitted to the judgment of the House for approbation or rejection. All suffrages for or against Graces and Dispensations in Congregation are to be whispered secretly in the ear of the Proctor; by a majority of which, given in the word *placet*, or *non placet*, the fate of the measure is ultimately determined.

As in Congregation, so also in Convocation, the Chancellor or Vice-Chancellor singly, and the two Proctors jointly, are officially invested with an absolute negative upon all proceedings, except in elections.

In both Houses, when the negative of the Vice-Chancellor, or of the Proctors, is not interposed, every question is decided by the majority.

The present Chief Officers of the University are:—*Chancellor*, The Right Hon. Edw. Geoffrey Smith Stanley, Earl of Derby, D. C. L., elected 1852; *High Steward*, The Right Hon. William Courtenay, Earl of Devon, D. L. C., elected 1838; *Vice-Chancellor*, Richard Lynch Cotton, D. D., Provost of Worcester College, elected 1852; *Representatives in Parliament*, Right Hon. W. E. Gladstone, D. C. L., Christ Church, elected 1847; Sir William Heathcote, Bart., D. C. L., All Souls', elected 1854.

The Colleges of the University are:—

1. University College, said to have been founded by King Alfred, and restored by William of Durham about 1249. The foundation consists of a Master and 12 Fellows, besides 1 Stowell Law Fellow, and 2 Radcliffe's Travelling Fellows, 17 Scholars, and 2 Lodge's Exhibitioners; also 1 Bible Clerk, who receives £86 per annum.

2. Balliol College, founded by John and Dervorgilla Balliol, about 1263. The foundation consists of a Master, 12 Fellows, and 15 Scholars. *Tutor and Junior Dean*, Rev. W. C. Lake, M. A.; *Catechetical Lecturer*, Rev. James Riddell, M. A.; *Mathematical Lecturer*, H. J. S. Smith, M. A.

3. Merton College, founded by Walter de Merton in 1264. The foundation consists of 1 Warden, 24 Fellows, 14 *Portionists*, or Post-masters.

4. Exeter College, founded by Walter de Stapledon, Bishop of Exeter in 1314. The foundation consists of a Rector, 25 Fellows, 9 Scholars and 1 Bible Clerk.

5. Oriel College, founded by Edward II. in 1326, on the suggestion of Adam de Brome, his almoner. The foundation now consists of a Provost and 18 Fellows, with 26 Scholars and Exhibitioners. *Sub-Dean and Junior Treasurer*, Rev. J. W. Burgon, M. A.; *Tutors*, Rev. J. Earle, M. A.; Rev. C. Daman, M. A.; *Mathematical Lecturer*, F. Harrison, M. A.

6. Queen's College, founded in 1340, by Robert de Eggesfield, Chaplain to Philippa, Queen of Edward III. (from whom it is called Queen's College). There are now 16 Fellows, 2 Chaplains, 8 Tabernacles and 2 Bible Clerks.

7. New College, founded by William of Wykeham, Bishop of Winchester, in 1386, for a Warden, 70 Fellows and Scholars, 10 Chaplains, 8 Clerks, 16 Choristers, 1 Schoolmaster. The Fellows and Scholars are elected from Winchester College.

8. Lincoln College, founded by R. Fleming, Bishop of Lincoln, in 1427, and greatly augmented by T. Rotheram, Archbishop of York, in 1479. The present foundation consists of a Rector, 12 Fellows, 10 Scholars, 12 Exhibitioners and 2 Bible Clerks.

9. All Souls' College, founded in 1437, by Archbishop Chichele, for a Warden, 40 Fellows, 2 Chaplains and 4 Bible Clerks.

10. Magdalen College, founded in 1456, by William of Waynflete, Bishop of Winchester, for a President, 40 Fellows, 30 Scholars called Demies, a Schoolmaster, an Usher, 4 Chaplains, a Steward, an Organist, 8 Clerks and 16 Choristers.

11. Brasenose College, founded in 1509, by W. Smith, Bishop of Lincoln, and Sir Richard Sutton, Knight. The foundation now consists of a Principal and 20 Fellows, with Scholars.

12. Corpus Christi College, founded in 1516, by Richard Fox, Bishop of Winchester, for a President, 20 Fellows, 20 Scholars and 2 Chaplains.

13. Christ Church,—this Society was originally founded by Cardinal Wolsey, in 1526, and re-founded by Henry VIII. in 1546, when the Episcopal See was removed from Osney to this College, and the Church of St. Frideswide was constituted a Cathedral by the name of the Cathedral Church of Christ in Oxford, for the maintenance of a Dean, 8 Canons, 8 Chaplains, a Schoolmaster, an Organist, 8 Clerks, 8 Choristers, together with 100 Students, to which number, one was added in 1664.

14. Trinity College was founded in 1554, by Sir Thomas Pope (on the site of Durham College), for a President, 12 Fellows and 12 Scholars. Another Scholarship was added soon afterwards by R. Blount, Esq.; 3 Exhibitions have also been added, one of which is limited to Winchester College.

15. St. John's College was founded in 1555, by Sir Thomas White. It consists of a President, 50 Fellows and Scholars, 1 Chaplain, 1 Organist, 6 Singing Men, 8 Choristers and 2 Sextons.

16. Jesus College was founded by Queen Elizabeth, in 1571, on the petition of Hugh Price, L. L. D., treasurer of St. David's, who left lands for the maintenance of a Principal, 8 Fellows and 8 Scholars; it has since been increased by different benefactors, so that the Society at present consists of a Principal, 19 Fellows and 18 Scholars.

17. Wadham College was founded by Nicholas Wadham of Merrifield, in Somersetshire, Esq., and Dame Dorothy his wife, in 1613, for a Warden, 15 Fellows, 15 Scholars, 2 Chaplains and 2 Clerks.

18. Pembroke College, founded in 1624, by King James I., at the cost and charges of Thomas Tesdale, Esq., and Richard Wightwick, B. D. The foundation now consists of a Master, 20 Fellows and 16 Scholars.

19. Worcester College, founded in 1714, by Sir Thomas Cooke, Bart. Considerable additions have been made to this foundation, which now consists of a Provost, 21 Fellows, 16 Scholars and 3 Exhibitioners.

20. St. Mary Hall, which formerly belonged to Oriel College, was converted by that Society into a separate place of Education in 1333, and subsequently became an independent Academical Hall.

21. Magdalen Hall was originally founded by Bishop Waynflete, for students previous to a mission into his College, but became an independent Hall in 1602; and the site was removed to that of Hertford College in 1822. It has several Exhibitions, and the Lusby Scholarships, founded in 1833.

22. New Inn Hall was established about 1438. There are 19 Members of Convocation.

23. St. Edmund Hall derives its name from St. Edmund, Archbishop of Canterbury in the reign of Henry III. It was established about 1269, and was purchased by Mr. Denyse, Provost of Queen's College, and devised by him, in 1557, to his College, who appoint the Principal.

THE NEW HEBDOMADAL COUNCIL.—On October 24, 1854, was elected the Hebdomal Council, to which are transferred all powers, privileges, and functions before possessed or exercised by the Hebdomal Board. The Hebdomal Council consists of the Chancellor, Vice-Chancellor, and Proctors *ex officio*, 6 Heads of Colleges or Halls, 6 Professors and 6 Members of Convocation, of not less than five years' standing, *elected by Congregation*.

II. THE UNIVERSITY OF CAMBRIDGE.

Abridged from the last Cambridge Calendar.

The University of Cambridge is a society of students in all and every of the liberal arts and sciences, incorporated (13th Eliz. c. 29) by the name of *The Chancellor, Masters and Scholars of the University of Cambridge*. This commonwealth is a union of seventeen colleges, or societies, devoted to the study of learning and knowledge, and for the better service of the Church and State. All these colleges,* or halls, have been founded since the beginning of the reign of King Edward I.,† and are maintained by the endowments of their several founders and benefactors. Each college is a body corporate, bound by its own statutes; but is likewise controlled by the paramount laws of the University. The present University statutes were given by Queen Elizabeth in the 12th year of her reign, and, with the former privileges, were sanctioned by Parliament. They are the foundation upon which all new laws are framed.

Each of the colleges, or departments, furnishes members both for the executive and legislative branch of its government. The place of Assembly is the Senate House.

All persons who are Masters‡ of Arts, or Doctors in one or other of the three faculties, *viz.* Divinity, the Civil Law, or Physic, having their

* Colleges and Halls are synonymous here, though not so at Oxford. Thus Clare Hall is called "Collegium sive Domus, sive Aula de Claro."

† The first authentic charter is said to be dated 45 Henry III. and to be found among the records in the Tower.

‡ These Bachelors in Divinity who are Members of the Senate, deduce their privilege from having previously taken the degree of M. A.

names upon the college-boards a sufficient time, have votes in this assembly. Those who erase their names from their respective college-boards, lose the privilege of Members of the Senate, unless they re-enter their names, and reside the greater part of *three* several terms.

The Senate is divided into two Houses, denominated the Regents' and Non-Regents' House, with a view to particular duties allotted to the members of the Regents' House, by the Statutes of the University.

Masters of Arts of less than five years' standing, and Doctors of less than two, compose the Regent or Upper House, or, White Hood House, from its members wearing their hoods lined with white silk. All the rest constitute the Non-Regent or Lower House, otherwise called the Black-Hood House, from its members wearing black silk hoods. But Doctors of more than two years' standing, and the Public Orator of the University, may vote in either House according to their pleasure.

Besides the two Houses, there is a council called the Caput, chosen annually upon the 12th of October, by which every University Grace must be approved before it can be introduced to the Senate.

The Caput consists of the Vice-Chancellor, a Doctor in each of the faculties, Divinity, Civil Law, and Physic, and two Masters of Arts, who are the representatives of the Regent and Non-Regent Houses.—The Vice-Chancellor is a member of the Caput by virtue of his office.

The University confers no degree whatever, unless the Candidate has previously subscribed a declaration that he is *bonâ fide* a member of the Church of England, as by law established.*

The executive branch of the University is committed to the following officers:—

A Chancellor, who is the head of the whole University.

A High Steward.

A Vice-Chancellor, who is elected annually on the 4th of November, by the Senate. His office, in the absence of the Chancellor, embraces the execution of the Chancellor's powers, and the government of the University according to her Statutes. He must be the Head of some college; and during his continuance in office he acts as a magistrate for the University, Town, and County.

A Commissary, who is an officer appointed by the Chancellor. He holds a court of record for all privileged persons and Scholars under the degree of M.A.

A Public Orator, who is the voice of the Senate upon all public occasions. He writes, reads, and records the letters to and from the body of the Senate, and presents to all honorary degrees with an appropriate speech.

The Assessor is an officer specially appointed by Grace of the Senate, to assist the Vice-Chancellor in his court, *in causis forensibus et domesticis*.

Two Proctors, who are peace-officers, elected annually. It is their especial duty to attend to the discipline and behaviour of all persons *in statu pupillari*, to be present at all Congregations of the Senate; to read the Graces in the Regent House, to take secretly the assent or dissent, and openly to pronounce the same. They must be Masters of Arts of two years' standing at the least; and are Regents by virtue of their office.

A Librarian, who has the management of the University Library.

A Registrar, who, by himself or deputy, attends all Congregations, to give directions for the due form of such Graces as are to be propounded, and when passed, to register them in the University records.

Two Taxors, who are appointed to regulate the markets, &c.

Two Scrutators, who attend all Congregations, read the Graces in the Lower House, gather the votes, and pronounce the decision of the House.

Two Moderators, who act as the Proctors' substitutes.

Two Pro-Proctors, who are appointed to assist the Proctors in matters relating to discipline and behavior of those persons who are *in statu pupillari*.

Three Esquire Bedells, who attend the Vice-Chancellor with their silver maces upon all public occasions and solemnities.

Syndics are the members of special committees of members of the Senate, appointed by Grace from time to time for specific duties.

The Professors are paid from various sources: many of them have ancient stipends, which were considerable at the period at which they were fixed, but which have become inadequate from the diminished value of money; to some professorships foundation estates are attached, and to the Regius and Lady Margaret's professorships of Divinity the improper rectories of Somersham and Terrington: the others are paid by stipends from the Privy Purse, or by government, one of them receiving £400, another £200, and the rest £100 per annum.

The annual income of the University, amounting to about £300 per annum, arises from various sources, of which the following are the principal:—

The Rectory of Burwell and a farm at Barton, producing about £1,000 per annum.

The produce of fees at matriculation, for degrees, cautions for certain academical exercises for degrees, and other sources, the amount of which is variable, but does not average more than £2,000 per annum.

The trading profit of the Pitt [University] Press.

In the statement of the ordinary income and expenditure of the University, no account is taken of the amount of fees paid to the Bedells, Proctors, &c., amounting to about £2,400 per annum, by which these officers are entirely paid; nor of the Library-tax (of 6s. per annum upon every member of the University), which is appropriated entirely to the purchase of books for the Public Library; nor of various *trust funds*, appropriated to specific objects.

The whole of the funds of the University are managed by the Vice-Chancellor, or by specific Trustees.

The respective Orders in the several Colleges are as follows:—

1. A head of a College or House, who is generally a Doctor in Divinity; excepting of Trinity Hall, Caius College, and Downing College, where they may be Doctors in the Civil Law or Physic. The head of King's is styled Provost; of Queen's, President; of all the rest, Master.

2. Fellows, who generally are Doctors in Divinity, the Civil Law, or Physic; Bachelors in Divinity; Masters or Bachelors of Arts; some few Bachelors in the Civil Law or Physic, as at Trinity Hall and Caius College. The number of Fellowships in the University is 480.

3. Noblemen Graduates, Doctors in the several faculties, Bachelors in Divinity (who have been Masters of Arts), and Masters of Arts, who are not on the foundation, but whose names are kept on the boards for the purpose of being members of the Senate. The expense of keeping the name upon the boards varies in different Colleges from about £2 to about £4 per annum.

4. Ten-year Men; these are allowed to take the degree of Bachelor in Divinity without having been B.A. or M.A., by the 9th statute of Queen Elizabeth, which permits persons, who are admitted at any college when 24 years of age and upwards, to take the degree of Bachelor in Divinity after their names have remained on the boards ten years or more.

5. Bachelors in the Civil Law and Physic, who sometimes keep their names upon the boards till they become Doctors. They wear the habit, and enjoy all the ordinary privileges of Masters of Arts, except that of voting in the Senate.

6. Bachelors of Arts, who are *in statu pupillari*, and pay for tuition whether resident or not, and generally keep their names on the boards, either to show their desire to offer themselves candidates for Fellowships, or to become members of the Senate. If they erase their names, they save the expense of tuition and college *detrimenta*; and may, nevertheless, take the degree of M.A. at the usual period, by putting their names on the college boards a few days previous to incepting; but under such circumstances they cannot become members of the Senate unless they reside again during the greater part of three several terms.

7. Fellow-Commoners, who are generally the younger sons of the nobility, or young men of fortune, and have the privilege of dining at the Fellows' table.

8. Scholars, who are generally foundation members of their respective Colleges, and who enjoy various advantages; in some cases they have their commons paid for, their chambers rent-free, and various weekly or other allowances: in other cases they have specific stipends only, in conformity with the conditions of their foundation. They are for the most part elected, by direct examination or otherwise, at different periods subsequent to the commencement of their residence at the University, from the most promising and distinguished of the students.

9. Pensioners, who form the great body of the students, who pay for their commons, chambers, &c., and enjoy generally no pecuniary advantages from their respective colleges.

10. Sizars are generally students of limited means. They usually have their commons free, and receive various emoluments.

The present Chief Officers of the University are:—*Chancellor*, His Royal Highness Prince Albert, K.G., LL.D., elected 1847; *High Steward*, Right Hon. John Singleton Copley, Baron Lyndhurst, LL.D. Trinity, elected 1840; *Vice-Chancellor*, Rev. Thos. S. Geldart, LL.D. Master of Trinity Hall, £400, elected 1853; *Representatives in Parliament*, Right Hon. Henry Goulburn, M.A. Trinity, elected 1831; Loftus Tottenham Wigram, M.A. Trinity, elected 1850.

The Colleges of the University are:—

1. St. Peter's College, founded about 1257, by Hugh de Balsham, Bishop of Ely, for a Master and 14 Fellows. These Fellowships are open to any member of the University of sufficient standing for the M.A. degree. There are also 10 Bye-Fellows, who are not entitled to any office or voice in the affairs of the college. These are perfectly open and unrestricted. There are 62 Scholarships, founded at different periods, and are of different value, paid according to residence.

2. Clare Hall founded in 1326, by Lady Elizabeth, sister of Gilbert, Earl of Clare. The foundation consists of 10 Senior or Foun-

* This suffices for B.A., M.B. and LL.B.; but for other degrees it is necessary that persons should subscribe to the 34th Canon of the Church of England, inserted in the Registrar's Book.

dation Fellows, 9 Junior, and 3 Bye-Fellows, besides 45 Scholars, and 8 Foundation Servants.

3. Pembroke College was founded in 1347, by Mary de St. Paul, widow of Aymer de Valence, Earl of Pembroke. There are 14 Foundation Fellowships open to every nation; 2 Bye-Fellowships; 30 Scholarships.

4. Gonville and Caius College, founded in 1348, by Edmund Gonville; renewed and further endowed by W. Bateman, Bishop of Norwich; and further augmented by John Caius, M.D., in 1558. There are now 46 Fellowships, 45 Scholarships.

5. Trinity Hall, founded in 1350 by Bishop Bateman, and augmented by other benefactors. At this College the study of Common and Civil Law is especially encouraged. There are 13 Fellowships, which are entirely open. Some Law Studentships, of the value of £50 a-year, were established by the College in 1549. There are 16 Scholarships.

6. Corpus Christi College, founded in 1352, by two Guilds in Cambridge. There are 12 Fellowships, of which 8 are open. All the Fellows are obliged to take holy orders. 52 Scholarships and Exhibitions, chiefly open, but some restricted. There are also several prizes.

7. King's College, founded in 1441 by King Henry VI., for a Provost, and 70 Fellows and Scholars, supplied by a regular succession from Eaton College. There are several prizes.

8. Queen's College, founded in 1448, by Queen Margaret of Anjou, consort of Henry VI., and refounded in 1465, by Elizabeth Widville, consort of Edward IV. The Society consists of a President and 19 Foundation Fellows. There are 15 Scholarships tenable till B.A. If any Students are considered worthy of Scholarships of more value, they have Scholarships augmented at the discretion of the President and Fellows; and the President has at his disposal funds to the amount of £75 a-year, with which he assists poor and deserving Students. Several prizes are also given at the college examinations.

9. St. Catherine's Hall, founded in 1473, by Robert Wodelarke, D.D., Chancellor of the University and Provost of King's College, for a Master and three or more Fellows, in proportion to the revenues of the college. There are also 8 Bye-Fellowships, founded by subsequent benefactors.

10. Jesus College, founded in 1496, by John Alcock, Bishop of Ely. There are 16 Foundation Fellowships, which are open to all Her Majesty's subjects (with the exception of one to which the Bishop of Ely appoints): 3 Bye-Fellowships, called Ley Fellowships, founded in 1825, and endowed with the interest of £6,000, tenable for 12 years from the B.A. degree: 49 Scholarships and Exhibitions. There are also several prizes in money, plate, or books.

11. Christ's College was originally founded by King Henry VI., under the name of God's House, and refounded in 1605, by Lady Margaret, Countess of Richmond and Derby, mother of Henry VII.—The foundation now consists of a Master and 15 Fellows. There are 54 Scholarships; the greater part are open, and of the value of 15s. a week during residence: also, 52 other Exhibitions and Scholarships, varying in value from £1 to £40. If no properly qualified students offer from these places, the endowments are distributed generally amongst the students of the college, according to merit. There are also 4 Divinity Studentships of the value of £107 a year, and several prizes in books; and the three Porteus Gold Medals, which are given annually.

12. St. John's College, founded in 1511, by the Lady Margaret, Countess of Richmond and Derby. The present foundation consists of a Master and 53 Fellowships, of which 31 are entirely open. In addition to these, there are 5 Fellows on the Platt Foundation, and 1 on the Webster, which are under certain restrictions, and distinct from the Foundation Fellows. The number of Scholarships at this college is 183, varying in value from £4 to £100 a-year. Annual prizes are distributed to the extent of £150 a-year. The Rev. W. Wilson, B.D., formerly Fellow, has given prizes of books to the best readers of the lessons in chapel.

13. Magdalene College, founded in 1519, by Thomas, Baron Audley of Walden, and the Mastership of the college is still in the gift of the possessor of the estate of Audley End. There are 4 Foundation and 13 Bye-Fellowships. All the Fellows are required to take orders within three years. One is a Travelling Fellowship with upwards of £200 a-year, tenable for seven years. There are 49 Scholarships, varying from £3 to £100 a year.

14. Trinity College, founded in 1546, and endowed by King Henry VIII., and augmented by his daughter Queen Mary, for a Master, 60 Fellows, and 60 Scholars, since increased to 72. There are 16 Exhibitions of small value; also, 16 Sizars at more than £50 a year each; and Sub-Sizars, who succeed to the Sizars in order of merit. Fifteen prizes for others who stand highest in the college examinations, varying from £10 to £25.

15. Emmanuel College, founded in 1584, by Sir Walter Mildmay.—The Foundation consists of a Master and 13 Fellowships, which are open to B.A.'s without any restriction whatever. Also, 2 on Sir W. Dixie's Foundation, there are also 4 Scholarships of £10 a-year on the same Foundation. The Foundation Scholarships are open to all Eng-

land, of the value of £60 a-year. Besides these there are several (31 and more) Scholarships and Exhibitions founded by various benefactors, chiefly of small value.

16. Sidney Sussex College, founded in 1598, by Lady Frances Sidney, Countess of Sussex. There are 2 Foundation Fellowships, all open; besides these are 2 founded by Mr. Peter Blundell, tenable for ten years, and 1 by Leonard Smith; also a Mathematical Lecturership, present value £200 a-year. There are 20 Foundation Scholarships, which are open, value 7s. a-week during residence. Two Scholarships, founded by Mr. Peter Blundell, and 4 small Scholarships, of £6 and £4 a year; 4 Exhibitions of £24 a-year; 2 of £40 a-year for Clergymen's Sons; 2 of £12 for Clergymen's Sons; and 2 of £12 from the Company of Haberdashers; 6 Mathematical Exhibitions of £50 a-year, with rooms rent free. Also a prize of £10 for the best proficient in Mathematics, and other prizes for Divinity, Classics, Mathematics and General Physics; for the best Latin and English Declamations; and for the best reader in chapel.

17. Downing College, founded in 1800, by Sir George Downing, Bart., of Gamlingay Park, Cambridgeshire, by will dated 1717. At present only the Master, 2 Professors (Law and Medicine), and 3 Fellows are appointed. The appointment of the remaining Fellows is reserved until the completion of the buildings.

SUMMARY OF MEMBERS OF THE UNIVERSITIES, 1853-1854.

OXFORD.	Members of Convocation.	Members on the Books.	CAMBRIDGE.	Members of Senate.	Undergraduates.	Members on the Boards.
University	142	277	Trinity	1458	480	2408
Balliol	196	353	St. John's	851	306	1432
Merton	103	185	Caius	227	120	441
Exeter	270	487	Emmanuel	177	109	367
Oriel	215	406	Queen's	173	81	311
Queen's	158	273	Christ's	188	79	333
New	102	186	Corpus Christi	171	77	284
Lincoln	123	212	Catharine Hall	135	55	232
All Souls'	88	116	St. Peter's	154	50	246
Magdalen	150	200	Jesus	130	71	246
Brasenose	286	431	Clare Hall	144	40	231
Corpus	103	145	Magdalene	129	44	208
Christ Church	444	777	Trinity Hall	75	76	204
Trinity	178	290	King's	99	17	132
St. John's	203	329	Pembroke	77	27	133
Jesus	83	167	Sidney	72	37	138
Wadham	171	305	Downing	41	7	62
Pembroke	102	218	Commo. in Villa	17
Worcester	171	351				
St. Mary Hall	40	119				
Magdalen Hall	128	265				
New Inn Hall	19	45				
St. Alban Hall	10	18				
St. Edmd. Hall	58	94				
	3546	6259		4318	1685	7408
Matriculations	1853	406	<i>Members on the Boards.</i>			
Regents	247		In the year 1748	1500		
Determ. Bachel. in Lent	354		" 1812	2643		
			" 1822	4185		
			" 1832	5364		
			" 1842	5863		
			" 1851	7147		
			" 1852	7809		

Correspondence of the Boston Traveller.

VISIT TO THE UNIVERSITY AT CAMBRIDGE, ENGLAND.

EDINBURGH, July, 1855.

I hardly know, which to call the most impressive, Oxford or Cambridge. In the former there is the less contrast between the town and the college buildings, and the whole city is more thoroughly pervaded with the air of academic peace and seclusion; Cambridge may well envy, too, "the stream like windings of that glorious street," with which Wordsworth himself, one of her sons, was so deeply impressed. On the other hand, the University on the banks of the Cam can boast more magnificence of architecture than her sister on the Isis.

I visited Cambridge on Saturday, the 30th of June. The vacation had commenced, and I had no opportunity of attending any of the literary exercises of the University, but the grounds and buildings, and the various halls, libraries, and museums were all either open to the public, or kindly shown me as a stranger. As I surveyed the venerable piles, and walked on the soft lawns, and beneath the ever-whispering branches of the glorious trees, how did I envy the students whose years of freshest enthusiasm and most ardent aspiration are spent in this quiet seclusion, in hills and groves, haunted and consecrated by so many memories of the great and good! In the number of men of genius and distinction whom she counts among her sons, from the earliest ages of English literature and greatness, to the present day, Cambridge has widely the pre-eminence over Oxford, as an Oxford graduate himself confessed to me when we were making up a list of the most renowned worthies of the two institutions. Cambridge has also been distinguished above her rival for her liberal tendencies.

The University of Cambridge consists of seventeen colleges, four of which are called halls, each of them being an independent body, but under a common government.

The mythical date of its foundation is the year 636; and one of the colleges still existing (St. Peter's) dates back undoubtedly to 1284. The edifices are of different sizes and vary in architectural design and grandeur; some are of stone, others of brick, and covered often with stucco. They generally consist of several large quadrangular courts, (called, in the academic language, *quads*,) surrounded by uniform ranges of building.

The town is situated in a fenny plain, somewhat like the neighborhood of our American Cambridge. A more striking point of resemblance was the clouds of dust which rolled over the road leading from the railway station to the city. I visited all the college buildings, with but one or two unimportant exceptions. But I will speak here only of a few of the most interesting ones.

Christ College, of which Milton was a member, I visited with great interest, from its associations with the immortal bard. I could almost fancy I saw him walking in the beautiful grounds, with a "conscious step of purity and pride." From the old mulberry tree in the garden, which he planted, I plucked several leaves, which shall be cherished as priceless mementoes in my Western home. The tree is preserved with the greatest reverence, its decayed trunk and falling branches secured by bands of iron, and a mound of earth raised around its roots to the height of five or six feet, props its declining age. It is a large, sprawling, spreading tree, its foliage still abundant and vigorous, and its boughs bear good store of fruit, which a few more suns will ripen. It is indeed a delicious garden in which it stands. Large, smooth lawns, surrounding beds of well-kept flowers, giant elms, and humbler beeches, locusts, and other varieties, a little green-house, a "delicious bath," and a bowling green, combine to form its delightful attractions.

Among the trees is a fine specimen of the weeping ash; a tree which one often sees in private grounds in England, and it is always a great addition to their beauty. It is generally engrafted on the wild ash. Its graceful branches come entirely to the ground on every side, making a most beautiful natural tent, with room often for quite a large party under its canopy, while the outside looks like a glorious upspringing fountain of green. St. John's College presents some of the finest Architectural effects in the University. Its three courts on the Eastern side of the river are sufficiently imposing, and it has pushed over to the other side, where a new court has been erected, four hundred and eighty feet in length, and in width one hundred and eighty, surrounded with bold and striking edifices on three sides, and with a covered walk or cloister running along its front. A beautiful covered bridge connects the new court with the old ones, and affords a fine view, from the iron-barred Gothic windows on its Southern side, of the quiet, lovely little Cam and the proud halls and groves which rise upon its banks.

In All Saints' Church opposite this college, lie the remains of Henry Kirk White, and there is a neat monument erected to his memory by Francis Boott, Esq., of Boston, U. S. A little back from the street, its front embowered in pleasant shade, stands Trinity College, the school of Coke, and Bacon, and Newton, of Donne, of good George Herbert, of Cowley, Barrow, Marvell, Dryden, Middleton, Porson, and Byron, and an host of other worthies. The first court is very large and imposing. In the centre is an elegant octagonal stone conduit. In the chapel are statues of Newton and Bacon. The old oaken dining hall is a noble edifice. Its length is one hundred and two feet, breadth forty feet, and height fifty-six. Its sides are beautifully wainscotted; its roof is of open timber, richly carved and surmounted by a fine lantern. Toward the upper end there is on each side a grand oriel window, twelve feet deep. Tables, with backless benches, run lengthwise in the hall, for the students, and the fellows' table stands on a platform at the further end raised about half a foot above the others.

From the walls look down upon you the pictures of many great men, sons of the great college; among them the dark, fiery face of Bacon, the blonde, intellectual face of Dryden, the learned and surly Bentley, the bewigged Newton, and Barrow. In the noble library stands Thorwaldsen's statue of Byron, of little merit as a likeness, but in some respects a fine work of art. The court in which the library stands is surrounded on three sides by "studious cloisters." Passing out at the back of Trinity, we cross the river and wander in the enchanting "College Walks," a name given to the noble grounds which stretch along the Cam behind some half a dozen of the most important Colleges. The river itself, still, deep, and narrow, flows between soft meadows of richest green and walls thickly grown with luxuriant ivy. The grounds are adorned by a variety of ornamental trees, and the most stately elms. In the grounds of Caius College are the three gates, designed by John of Padua, to convey the moral lesson that "before honor cometh humility." The first, the "gate of Humility," is quite simple; the second, the "gate of Virtue," much neater, and the last, "the gate of Honor," the most highly ornamented of the three. The quaint, antique beauty of this last gate, was, until this very Summer, heightened by a crown and canopy of ivy green, which had been allowed to grow luxuriantly above it but has recently been removed, probably because the plant was injuring the crumbling stone.

King's College is in all its edifices imposing, and gives us in the

wide-famed chapel the architectural glory of Cambridge. A gothic screen forms two sides of the great court next the street; on the opposite side is the "Fellows' Building;" on the South the hall and library; and on the North the majestic chapel.—The edifice is fortunately situated, unencumbered by other buildings, so that the eye can embrace the whole at one view. It is built in the Tudor Gothic, and is very imposing from its great height and majestic proportions. Its dimensions are these: length, three hundred and sixteen feet; breadth, eighty-four feet; height, to the top of the battlements, ninety feet; and to the top of any of the corner towers, one hundred and fifty-six and a half feet. The interior is still more beautiful and grand than the exterior. One unbroken perspective of over three hundred feet, slender columns attached to the walls and springing up to support the wondrous low arched roof of stone, the roof itself one mass of delicate tracery and elegant ornament, exhibiting in its pendants the rose and the portcullis of the Tudors by delicate flowers. I attended the evening service in this noble chapel; a few members and a few strangers sat in the carved oaken stalls, and the sublime service of the Church of England was read by the venerable dignitaries of the college and chanted by a fine-voiced choir of boys and men.

Queen's College, with its ancient brick edifices, has a quaint, monastic air. Birds live in its old towers, and sing in its "sweet, retired," inner court. A third court, containing the president's lodge, is surrounded on three sides by singular cloisters of brick, with nearly flat arches. A bridge conducts to the pretty little garden on the other side of the river; the noiseless stream is gnawing away the old brick wall of the college edifice, which rises from its bed. The Pitt Press, or University Printing House, (built in part with the surplus of a fund subscribed for the erection of a statue to William Pitt,) is an imposing, but inappropriate structure, in the ecclesiastical gothic style. The quiet grounds of Pembroke College are made classic by the memory of Edmund Spenser, who entered this college as a poor sizar, and studied here for seven years. The buildings which surround three sides of the second court, are completely overgrown with the greenest and most luxuriant ivy, and against the brick wall which forms the fourth side rise three or four glorious old elms. The grounds at the back and to the southward of St. Peter's College are among the most delightful in the university—such wealth of shade, such soft and verdant lawns.

The noble Fitzwilliam Museum of paintings, books and statuary, is arranged in a magnificent building, in the Corinthian style, commenced in 1837. The collection of paintings is a noble one. There is a holy Family, with St. Simeon, by Lionardo da Vinci, very delicate and sweet; an Adoration of the Shepherds, by Giorgione, deep in color, and rich in sentiment; Titian's Portrait of the Princess D'Eboli, in the character of Venus; and specimens of Holbein, Rubens, Rembrandt, Paul Veronese, Claude Lorraine and others. Of Jan Steen, there is here a beautiful portrait of his wife and son, the latter a fine boy of some six years, whom his father is instructing to draw some flowers. The boy's smile, and intelligent, interested look, as he watches his father, who is giving him an example of the art which he wishes him to learn, is exquisitely charming. In the museum there is a beautiful bronze copy of Flaxman's Shield of Achilles, and there are many casts of celebrated ancient statues. In the University Library, which I also visited, are several interesting Greek marbles. One of the greatest architectural curiosities in Cambridge is the Church of the Holy Sepulchre, a round church, (one of the four of this form in England,) in the Norman round arched style, and consecrated in 1101. Its neat and impressive interior is made more striking by the gorgeous stained glass of the windows.

There is no celebration at Cambridge which equals in interest the "Commemoration" in Oxford, yet the conferring of degrees upon the graduates gives occasion for a gala-day of a somewhat similar character. I have succeeded in finding a short description of this day, which I copy for your readers. "The large hall of the University is crowded at an early hour with students and visitors; a certain space in front of the Vice-Chancellor's chair being reserved for those concerned in the performance. This dignitary appears in his scarlet dress. Before the affair commences, the Under-Graduates who through the galleries begin to express their approval or disapproval of public men and measures by cheers or groans. One shouts out, 'Three cheers for the Queen!' which is lustily responded to. 'Three cheers for the Senior Wrangler!' and perhaps if he be a favorite. 'Three cheers more! The names of different masters and professors are called out, with one, two, or three cheers, or with groans or hisses, according to the popularity or disfavor in which they are generally held. Ministers of state, bishops, newspapers, and public measures, undergo a similar ordeal. It is an animated and uproarious occasion. The Proctors are always *groaned*. When the men of Catherine's Hall (abbreviated 'Cat's Hall') are present, they are greeted with *meowing* like a cat. There is no decorous silence during the ceremony; for these indications of 'life up-stairs' are manifested through the whole of it, without let or hindrance.

The Senior Wrangler is first presented to the Vice-Chancellor, amid shouts of applause. The test is then read over to him, and he kneels

down and takes the oaths of his degree. Each master then presents the successful men of his own college, who next come forward in batches, and take the oaths."

The design of Gore Hall, in Harvard University, was borrowed in part from King's College Chapel; but a comparison between the two buildings is very much like that between the dome of our State House and that of St. Peter's. The turrets of Gore Hall are solid to the top, instead of exhibiting the beautiful open work of their English prototype; and the massive buttresses of stone are built to support a light roof of timber and slate—an absurdity common in American architecture. The form, too, has been altered, King's College Chapel being rectangular, and Gore Hall cruciform.

The market in Cambridge presents this anomaly, that the butter is sold, not by the pound, but by the yard! The origin of this singular custom is this. Beside their dinner, the members of the colleges are entitled to a certain quantity of bread and butter daily. For the sake of conveniently apportioning the butter, a pound of it is rolled out into a yard's length, when it is easily divided by measure into the precise number of inches which each man ought to consume. At dinner, there is a great rush of the students to get the places opposite the best joints; each carves for himself, and "first come, first served." The college ale has a good reputation for quality.

Among the most prominent attraction of Cambridge, I rank its glorious trees. No where in England have I seen more majestic elms. The English elm is a very different tree from the American. Ours are the more graceful, but the English are the more majestic. They rise tall and sturdy, in shape somewhat like our noblest oaks, and are clad with thick, rich foliage of the deepest green. I know nothing in its way more majestic and imposing than those tall and venerable elms. On them did my last looks linger, as I took my parting survey of the academic Town from Castle Hill, and regretted that no photographer had perpetuated their shadows to assist me in keeping their memory.

WANDERER.

EDUCATION IN THE ISLAND OF JERSEY.

The chief establishment for superior education in Jersey is Victoria College, situated in the principal town, St. Helier's.

The college is an elegant structure, in the Norman style of architecture. It is built of the beautiful grey granite obtained from the cliffs of the northern coast of the island, with facings and mouldings of Caen stone. The combination of the two kinds of stone presents a very agreeable contrast. The building contains two stories, the upper of which consists of one large and noble hall, and the lower of separate class-rooms. The fittings are partly of oak and partly of varnished deal; and, besides being neat in their appearance, they are remarkably good and complete. The class-rooms are fitted up with desks after the manner of our best elementary schools.

The building occupies a most charming situation. It stands on an eminence, called Mount Pleasant, which overlooks the town and the two bays of St. Aubin and St. Clement. It is itself a very prominent object, and may be seen from all parts of St. Aubin's Bay, on which the town is built, and from a great distance at sea. The approaches to it on the side of the hill are tastefully constructed, and, from the magnificent views which they command, and the quantity of trees and evergreens which shade them, they afford the inhabitants, who have free access to them, a most delightful promenade. Indeed, from the number of nursery-maids who repair thither with their infantine and juvenile charges, they have received the name of "The Nursery."

The college was erected by the States, the local government. It appears that an annual appropriation of money voted by them for educational purposes had accumulated for a number of years; and it was determined to apply this fund to the establishment of a great public school for the island. To raise the additional funds necessary for the purpose, a small impost was laid on a certain class of goods, which, we believe, is still in force. A site was accordingly purchased, and the present college erected. It was opened for the reception of pupils on the 29th of September, 1852.

The institution is placed under the control of a committee of the States, including the Lieutenant-Governor, the Bailiff, who is president of the committee, and the Dean.

The College is under the special patronage of the Queen, in honor of whom it is named. Her Majesty has shown her royal favor towards it this year by granting, for competition among the pupils, a commission to attend an examination for admission into one of the military colleges.

For providing the same species of education, there are two Free Grammar Schools; the one called St. Manlier, the other St. Anastase. They were both founded in the year 1498. But the endowments are too small to be of any material service. The two schools are situated in different parts of the island, and are each intended for the accommodation of six parishes.

The States of the Island granted, in March, 1833, the sum of £500, from the revenue arising from the impost on wines and spirits, to be expended in rebuilding a part and improving the rest of the school of

St. Manlier; and we believe that they have since made another grant to it. This school is situated near the village of St. Saviour, to the north of St. Helier's, and was founded and endowed in the reign of Henry the Seventh, by John Neel, a native of the island, and dean of the chapel to Arthur, Prince of Wales. The endowment consists of an house, with a small portion of land, and thirty quarters of wheat rent. The school is at present under the care of Mr. K. Mallett. The number of scholars is usually not great.

The name of this school is a corruption of St. Magloire, the name of a bishop of Dol, in Armorica, to whom the island is indebted for the first introduction of Christianity, and who was interred in a spot not far distant from the school.

The free school of St. Anastase is situated near the Village of St. Laurence, towards the west of the island. It was founded, in the same reign with that of St. Manlier, by Vincent Tehy, a Southampton merchant, but a native of Jersey. The endowment in money is very small, consisting of twenty-five quarters of wheat rent; but there is a tolerable house, with nearly four acres and a half of land.

There are in both the English Universities, fellowships and scholarships reserved for natives of Jersey.

Charles the First, at the solicitation of Archbishop Laud, founded in the year 1633 three Fellowships, in Pembroke, Exeter, and Jesus Colleges, in the University of Oxford, to be enjoyed by natives of Jersey and Guernsey, designed for Holy Orders, in alternate succession. There are also three exhibitions to scholarships in Pembroke College for natives of Jersey exclusively, which were given by Morley, Bishop of Winchester, in 1654.

But some time before these grants were conferred, Laurence Baudain had bestowed thirty-two quarters of wheat rent for the maintenance, at either of the universities, of such poor scholars of Jersey as should be found deserving of encouragement, but unable to support the expense of a collegiate education; a gift that has been of the greatest benefit to many of the most useful and respected characters of the island. To him, therefore, belongs the credit of having been the first to encourage the learning of the islanders.

In this connection, it will be proper to mention the Public Library of St. Helier's. It consists of about five thousand volumes; the largest proportion of which, together with the building containing them, was the munificent gift of the Rev. Phillip Falle, a native of the island, and its historian, and chaplain to William the Third. The remaining portion, with the exception of a few donations by different individuals, was presented more recently by Dr. Dumaresq. Many useful and valuable books are to be found amongst the number, particularly on theological subjects. In December, 1832, the States of the Island granted a sum of £100 annually from the public revenue, to be applied in purchasing works to enrich the collection in those branches of literature and science in which it was the most deficient, and also to procure modern publications. This institution, under better regulations than the present ones, would be of essential benefit to the island. The annual subscription of five shillings, at present required for the privilege of using it, should be abolished, and the admission made free, under proper restrictions, as in the case of the library of the British Museum; and, instead of being opened only on three days of the week, it should be opened on six. If the subscription is continued, we think that, at least, the rule which prohibits the removal of any of the books from the room, ought to be relaxed in favor of certain descriptions of literature.

We have next to notice the establishments for the education of the poorer class of the inhabitants.

The principal establishments of this kind are, perhaps, the National Schools in the town of St. Helier.

The St. Helier's National or Parochial Schools are the oldest and the largest of these. They consist of two very large rooms for boys and girls respectively. There is a dwelling-house attached to each. The attendance at the boys' school is about 300; that at the girls' school, about 200. The pupils are taught reading and writing, the first elements of arithmetic, and religious knowledge, which is the principal feature of the institution, with the addition, in the female department, of plain needlework. The boys' school was for sixteen years under the very efficient management of Mr. Marsh, who is now one of the assistant masters in Victoria College, and who appears to have gained the respect of the committee of the school, and of the town's people generally.

The other national schools of St. Helier's have been established more recently. They are connected with proprietary district churches, which have been erected by the inhabitants during the last forty years, as the town has increased in size, from the influx of English residents.

There is in the same town a large British School which is exceedingly well conducted, by a master from the Normal School of the British and Foreign School Society.

In connection with the Independent Chapel of St. Helier's, there is a school, which was established some years ago by the exertions of the Rev. W. J. Unwin (now principal of the Congregational Training College at Homerton, but at that time minister of the chapel), and the

establishment of which is by some said to have given the first impulse to the extension and improvement of elementary education in the town.

And we believe that the Wesleyans, who are very numerous in the town, supporting two chapels, the one for English, the other for French service, have a school in connection with their body.

Two Infant Schools in St. Helier's, the one in Hemery Place, and the other in Clare Street, are said to be in a very flourishing condition. In June, 1845, the States, "considering that the schools called Infant Schools are very useful, and wishing to encourage them," accorded to each of those just mentioned an annual sum of five pounds sterling; and we believe that, since that time, others have sprung up in different parts of the island, and have also received small grants from the States.

It appears that, by the efforts of the parochial clergy, a small school has generally been established and maintained in each of the rural parishes; but that in some instances the schools have been discontinued, from want of funds to carry them on. We were informed that the States made a grant of £10 a year to each of such schools; but we cannot vouch for the accuracy of the information. These schools are necessarily of the very poorest class, and the instruction of the most meagre character. But an amelioration of them is already commencing; though we think that it comes from the wrong quarter, as we shall hereafter endeavor to shew. In passing through the little village of Grouville, on the road to Gorey, our attention was attracted to some written notices, in French, which were put up outside the pretty church, in a sort of safe, after the manner of the rural churches in the island. In one of these notices, the receivers of the Queen's revenue informed the tenants of her manors in Grouville, that their services would be required on certain days to make and carry the hay in some meadows situated in the parish. In another notice, the clergyman announced to the youthful population of Grouville, the sad tidings that school would commence again the next week. In a third notice, the same gentleman summoned a meeting of the committee of the school for the following Wednesday, "pour considérer des documents recus du comité du très-honorable conseil privé de sa majesté." On enquiry, we found that the school was then held in a small cottage, but that a new school-house was about to be erected with aid from the Committee of Council.

For the education of destitute and criminal children in Jersey, there are at St. Helier's a school in connection with the General Hospital, and a Prison School.

The States have in contemplation the establishment of an Industrial School for orphan and deserted children. An Act of the 13th of June, 1854, states that the Lieutenant Governor having laid before the Assembly several works and publications upon the establishment of Industrial Schools for young people of the lower classes of society, and for children left in a state of destitution, the assembly charged a sub-committee to take the subject into consideration, and to advise respecting the means for forming in the island an establishment of that nature. The sub-committee presented their report in the following August, and it has been published; but no further steps have been taken in the matter.

Papers on Practical Education.

THE STUDY OF WORDS.

Poetius—"What do you read my lord?"
Hamlet—"Words, words, words."

With no intention of nicely adjusting the proportion of advantage reasonably to be expected from the various subjects which put forth a claim to excellence as means of education, we propose to say something on the value to the schoolmaster, of the study of words. A short and unexceptionally logical way of arguing their claims would be to establish their title to be recognised as "Common Things." They are unquestionably of the most common. If it is a good thing to give the mind a habit of investigating what is of daily use and occurrence; if it stimulates the faculties to engage them in analysing common processes, in accounting for facts of ordinary experience, and rising from a mere familiarity to an intelligent acquaintance with the structure and internal mechanism of things of every-day life, then the field which the study of words affords should assuredly not be neglected. They are constantly submitting themselves for examination to the intellectual faculties, and in a more direct way than the facts of external nature claiming to be understood. Familiarity with the form and sound is no matter of special study or particular observation, but the vulgar possession of all. The same process of thought is continually working out the same results in the mind of the educational and the illiterate man. So far they are common and household things. To use them, however, with intelligence, to see into them, to test and discriminate, to understand something of the process of which they are the results; all this is knowledge, and it is to know, as distinguished from being familiar with common things. No reason, therefore, can be shown, why they should not enter into the benefit of all the arguments which are justly brought forward for the teaching of such things as a

branch of general education. It is, however, with especial reference to the value of such a study to the schoolmaster, that we wish to consider it. Let him reflect that the whole work of education is influencing mind by mind; and that the main channel, by which the influence is engaged, is language. First, he must express himself, then his idea, having been for the moment so expressed, again becomes an idea to the mind of the other. In a just and thoughtful use of words, therefore, on the one hand, and an intelligent appreciation of their value on the other, must lie his main hope of success. He has missed his mark if the words he has chosen say one thing, when he meant them to say another. He has unintentionally endorsed the maxim of Rochefoucault, that "language was given to man to conceal his thoughts." He has failed also if the words are not apprehended in the sense in which he used them. To expect other than that both these results will continually arise from a random use of words, is to undervalue intelligence altogether. It would hardly be more absurd for the artist to lay on his colour blindfolded, or the physician to administer the first drug which came to hand. The comparison, indeed, will hold good not in this point only. The artist, if he is really an artist, will not rest content with conventional ideas of colour. He will fairly study for himself the gradation of tint necessary to produce the effect he desires, until he learns to blend his colours with a delicacy of perception, which an uneducated eye will never possess, though it may soon be taught to appreciate. The physician, again, studies the agencies which he has at command, until he learns to proportion this power to the due measure of the effect required. In like manner language is the instrument of education in the hands of the educator. It is an instrument, moreover, of marvellous complexity. There are words many, in senses manifold, and combinations of these as numberless as thought is infinite. It would be strange if mastery were to be acquired without trouble over so complicated a system of forces. The truth is, that patient, thoughtful, and continual study of words, is necessary to all who would use them with effect. We go a step farther, and say that is essential to all who would think correctly. The connection between thought and language is too obvious to be insisted upon. It is impossible to advance the one without pushing forward the other. Accuracy in the use of words is at once the cause and consequence of accuracy of thought. They act and re-act upon each other. No political educator can long remain ignorant of this fact. He uses it unconsciously as a test of the results of his labours. Confusion of terms leads him to infer confusion of ideas, and it is by pointing out the one, that he sets about correcting the other. This consideration alone, if weighed, will suggest the high importance which should be attached to a careful analysis of words. In the work of education, not only intellectual, but also moral impressions have continually to be enforced or corrected; this necessitates such analysis as, without the clue which words afford, must lead to helpless bewilderment. If our teachers are to take up a higher position than that of mere channels of information, conduit-pipes serving to distribute over a certain area a few facts more or less, it must be by the cultivation of a thoughtful intelligence, which will enable them to guide the mind and heart, as well as store the memory of their children. They must hold a place above them in right of higher wisdom and insight, as well as superior information. To a teacher of this order, the mistakes of the children will not be disappointment, but secret instruction where and how to bestow his efforts. To one, however, who is unaccustomed to track the footsteps of his own thoughts, or follow out patiently those of others, to weigh, to analyse, to discriminate, to watch how man's mind is imprinted and recorded in the words he uses, all such hints would be thrown away. As language and thought are developed, so are they understood together. Neither, again, without attention to such studies as we are contemplating, can he make the text books of the school fulfil their due use and end. The value of a reading lesson will have been but ill understood, if its object has been simply to secure correct spelling, or pronunciation, and right emphasis. There is a reading of the mind as well as of the eye and mouth. The knowledge how to read in the higher sense would, perhaps, be the most valuable acquisition which a child could take away with him from school. The truth is, that after all, in the limited time which the exigencies of life can be made to grant for a child's school days, but little can be done in this direction. This is, however, but reason the more for making brisk use of what there is. Curiosity may be aroused, intelligence awakened, interest quickened. To effect this requires the teacher to be above his subject. He must have insight into the intellectual needs and necessities of the children's minds, adapt his eye to see with theirs, at the same time that he ranges beyond them. He must also have a certain mastery over the thoughts and language of the book before him, to enable him to paraphrase, to illustrate, or simplify, according to their individual wants. Without the study of words, the knowledge requisite for this is, we repeat, impossible of attainment. We may be met by the answer, that we are asking too much. We reply that there is scarcely any excellence of knowledge and wisdom we would not ask for in the schoolmaster, and do all to help him on the way to attain it. Such knowledges as

we have been maintaining to be necessary, may be called simply, if you will, intelligence; and then we shall find few who will argue that of that the schoolmaster can have too much. The more he reflects, and the more and more thoughtfully he reads—and we will leave him to try to do either without finding himself engaged upon the power and virtue of words—the greater will be his efficiency as a teacher, and the greater also, we will venture to predict, his satisfaction in the work. We are not demanding that the schoolmaster shall have a so-called classical education, though that is one way of meeting the requirements we are making, nor yet that he shall have studied comparative language, though that may be another, but simply insisting on the fact, that knowledge of language and of the power of words he must have, seeing that they are instruments which he must use in his daily calling. That without study he will scarcely use them skillfully or effectively requires no very elaborate proof. How certain studies already prescribed may be made best to conduce to the end which we have given reason for setting up in his view, and also how these may be carried out, or in course of time, as the work of self-culture goes on, be superseded by others, we leave it open for another paper to point out.—*Papers for the Schoolmaster.*—[See also page 139.]



JOURNAL OF EDUCATION,
 Upper Canada.

TORONTO: SEPTEMBER, 1855.

*. Parties in correspondence with the Educational Department will please quote the number and date of any previous letters to which they may have occasion to refer, as it is extremely difficult for the Department to keep trace of isolated cases, where so many letters are received (nearly 500 per month) on various subjects.

DONATIONS TO PUBLIC LIBRARIES.

On this subject a local superintendent, writing to the Educational Department, asks for information in the following terms:—"Sir, I would call your attention to the necessity of regulations regarding donations which may be made to the Public Libraries. Were the attention of the community drawn to the subject, it is likely that a large number of volumes might be procured in that way.

"My attention has been drawn to the matter, from a donation having been offered to our Public Library of the Edinburgh, Quarterly and North British Reviews. (The Westminster having been retained by the donors on account of its infidel tendencies.) I wish to be informed if the donation is to be accepted.

"I would respectfully suggest that the following regulation might be sufficient: 'The names of all works, which may be presented to any Public Library, will first be submitted to the Chief Superintendent, along with reasons for their being accepted, and can only be received into the Library when approved of by him.'"

The suggestion having been under the consideration of the Council of Public Instruction, a Council Minute was passed concurring in the foregoing regulation.

MONITORS IN SCHOOLS.

On the propriety of appointing Monitors in the Common Schools, a local superintendent writes as follows:—"Sir, The more general introduction of the free school system, as well as the greater desire for education, prevailing throughout the country, has so increased the attendance that many of the Teachers find themselves unable to undertake their duties. This circumstance having led me to consider the matter, I would beg to bring under your notice the propriety of establishing what may be called monitor-pupils.

Whenever a school has more than 45 pupils on the roll, let one of the more advanced scholars be appointed monitor by competition, to be superintended by the local superintendents. Let him be exempt from all fees, and let the sum of £5 be allowed him yearly, along with peculiar privileges in regard to admission to the Normal School. Of the sum allowed let one half be given by the Government, and the other half by the Section or the County Council. Should the number on the roll amount to 70, two of these sub-teachers might be employed.

"The advantages of such a plan are obvious. It would provide a nursery for teachers, and form a feeder to the Normal School. It would encourage poor and deserving scholars, and cause the schools to be better taught—in short, it would impart no small impulse to the educational system of the country.

"I am much pleased with the new form of the Half-Yearly Return. It is complete, affords an effectual check against fraud, and imparts information which every local superintendent will find eminently useful."

The 5th clause of sec. 12 of the School Act of 1850 already authorises trustees to employ *all teachers required* for the School Section, and to "determine the amount of their salaries," etc.; while the seventh clause of the same section authorises trustees "to provide for the salaries of teachers, and all other expenses of the school, in such manner as may be desired by a majority of the freeholders or householders of such section," etc.

The other suggestions in the letter are worthy of consideration.

THE GRAMMAR SCHOOL IN BEAMSVILLE.

The Secretary of the Board of Grammar School Trustees at Beamsville, in a recent letter to the Department of Public Instruction, conveys the following gratifying intelligence:—"The use of the Grammar School-house has been granted, hitherto, by the favor of Mr. Beam. He now proposes to convey it by deed to the trustees; and another gentleman in the neighborhood promises an annuity of fifty dollars in aid of the school, which shews an increasing interest in its behalf." Such instances of liberality, though rare, are worthy of universal imitation.

MAPS OF SCHOOL SECTIONS IN TOWNSHIPS.

The twenty-fifth section of the Supplementary School Act of 1853 very properly enacts: "That it shall be the duty of the Clerk of each Township Municipality to prepare, in duplicate, a map of the Township, shewing the divisions of the Township into School Sections and parts of Union School Sections, one copy of which shall be furnished to the County Clerk for the use of the County Council, and the other shall be retained in the Township Clerk's Office, for the use of the Township Municipality." As the fourth clause of the eighteenth section of the School Act of 1850 provides that alterations in the boundaries of School Sections shall only take legal effect from the twenty-fifth day of December next after they shall have been made, uncertainty and confusion would be avoided were this provision of the law complied with; and the map once made and approved by the Township Council becomes a standard authority in case of any local dispute on the subject of the boundaries of the School Section. It would be well for local superintendents to see that this provision of the law be complied with on the part of clerks of townships, so as to enable trustees and themselves the more readily to settle matters of dispute of this kind.

THE GEOLOGY OF NOVA SCOTIA.

We have been favored with a copy of an admirable work, entitled *Acadian Geology*: by Jno. W. Dawson, Esq., recently appointed Principal of McGill College, Montreal. (See page 141.)

The subjoined extract from its introductory pages, will be perused with interest by many of our readers:—

The aboriginal Micmacs of Nova Scotia, being of a practical turn of mind, were in the habit of bestowing on places the names of the useful articles which could be found in them, affixing to such terms the word *Acadie*, denoting the local abundance of the particular objects to which the names referred. The early French settlers appear to have supposed this common termination to be the proper name of the country, and applied it as the general designation of the region now constituting the provinces of Nova Scotia, New Brunswick, and Prince Edward Island; which still retain Acadia as their poetical application, and as a convenient general term for the Lower Provinces of British America as distinguished from Canada. Hence the title *Acadian Geology* is appropriate to this work, not only because that name was first bestowed on Nova Scotia, but because the structure of this province, as exposed in its excellent coast sections, furnishes a key to that of the neighboring regions, which I have endeavored to apply to such portions of them as I have explored. This title is farther justified by the circumstance that the *Acadian* provinces form a well marked geological district, distinguished from all the neighboring parts of America by the enormous and remarkable development within it of rocks of the Carboniferous and New Red Sandstone systems.

Nova Scotia, unlike the greater number of the states and provinces of North America, has not enjoyed the benefit of a public geological survey. Yet, though destitute of this great aid to progress, and regarded as one of the most obscure and insignificant dependencies of the British crown, its mineral resources have been very extensively developed by mining enterprise, its structure has been somewhat minutely examined, and it has afforded some very important contributions to our knowledge of the earth's geological history. Circumstances of a political character, rather than any want of liberality or scientific zeal on the part of the people, have prevented a systematic exploration of the country, at the public expense, while the possession of useful minerals deficient in all the neighboring regions, has made it of necessity one of the most important mining districts in North America. Unfortunately, in one sense for the colony, its abundant mineral wealth attracted attention at a period when the government of the mother country was not actuated by the liberal spirit that now characterises its dealings with its dependencies, and when the rights of the colonists were not so jealously nor so ably guarded as at present.

The valuable minerals were reserved by the crown, and were leased to an association of British capitalists, who have opened the principal deposits of coal, and largely exported their produce, and some of whose agents have zealously and successfully aided in exploring the geology of the country. The provincial legislature, however, has evinced a very natural disinclination to expend the public money in the examination of deposits in which its constituents have no direct interest, and which continue to be a fertile subject of controversy with the mining company and the imperial government.

It is to be hoped that these impediments to public action on the subject of geological exploration will soon pass away. Arrangements have been entered into between the province and the mother country, in virtue of which the control of the mines will revert to the former on the expiry of the lease, thirty-two years hence. A recent act of the legislature has empowered the provincial government to grant leases of unopened mines to private speculators. Extensive railway enterprises have been undertaken, which will open up the inland mineral districts. Valuable metallic minerals have been discovered in localities which have escaped the reservation; and negotiations have been commenced with the mining company for the purchase of the unopened coal mines. In all these facts there is promise that the provincial government will soon find itself in a position to institute a scientific investigation of the structure and productions of the country, and it is to be hoped that this will be done by competent persons and on a liberal scale; and not, as has been the case in some neighboring colonies, in a manner too imperfect to afford trustworthy results. The excellent survey of Canada now in progress under Mr. Logan, should be a model to the other provinces in this respect.

In the meantime Nova Scotia may congratulate herself, that the noble monuments of the earth's geological history exposed in her coast cliffs have induced eminent geologists from abroad to occupy themselves with the most interesting parts of the structure of the province, and have cherished a strong taste for geological inquiry among her own sons; and that much has been effected as a labour of love, which in other countries would have cost a large expenditure of the public wealth. Much, no doubt, still remains to be done, especially in those districts less fertile in facts interesting to the naturalist; but a glance at the list of publications in the following pages, is sufficient to show how

much labor has been voluntarily and gratuitously expended, as well as the importance and interest of the discoveries that have been made.

Though however, a large amount of valuable information has been accumulated, it is scattered through the scientific journals and other publications, inaccessible to the general reader, and not easily referred to by the geological student; and it is in its nature fragmentary, and incapable of affording a complete view of the structure of the country. These considerations, and the possession of a mass of unpublished notes which have been accumulating for the last fourteen years, have induced the author to undertake the present work; and he trusts that in doing so, he will render an acceptable service not only to his own countrymen and to the inhabitants of the other *Acadian* provinces, but to those geologists in Britain and America who may be acquainted with his published papers, and may desire a more complete acquaintance with *Acadian* geology.

The earliest account of the geology of Nova Scotia with which I am acquainted, is contained in an elaborate paper in *Silliman's Journal* for 1823, by C. T. Jackson, and F. Alger, Esqrs., gentlemen who have since established for themselves a distinguished reputation. Messrs. Jackson and Alger directed their attention principally to the trap and red sandstone formations of the western districts, and the interesting crystallized minerals contained in the former; but they also gave a tolerably correct view of the distribution of the principal rock formations throughout the province, and made the earliest attempt to represent them on a geological map. Their determinations of the minerals of the trap district are accurate, and their catalogue of these minerals still admits of scarcely any extension. This paper was published in a separate form in 1832.

An important addition was made to the geology of the province in 1829, in a chapter contributed to *Haliburton's History of Nova Scotia*, by Messrs Brown and Smith, then exploring the province on behalf of the General Mining Association; and the former of whom has subsequently been one of the most successful investigators of the geology of the coal formation. The article in *Haliburton* relates principally to the eastern districts; and is chiefly remarkable as containing the most accurate views of the development of the carboniferous system in Nova Scotia, promulgated previously to the visit of Sir Charles Lyell in 1842.

In 1836, a volume entitled "*Remarks on the Geology and Mineralogy of Nova Scotia* by A. Gesner, Esq.," was published and extensively circulated in the province, and it is still from this work that a great portion of the local public derive their ideas of the geological structure of the country. This work was in great part a popular *resumé* of the previously published discoveries of Jackson and Alger, with many additional facts by its author in the course of a careful examination of the coasts of the Bay of Fundy, and more hurried journeys in other parts of the province. Though disfigured by some inaccuracies in nomenclature, and very deficient in information as to the arrangement and superposition of rocks, Dr. Gesner's work was of great service in directing popular attention within the province to the subject of geology, and it is still an excellent guide to the localities of interesting mineral specimens.

In 1841, W. E. Logan, Esq., now provincial geologist in Canada, made a short tour in Nova Scotia, and contributed a paper on the subject to the Geological Society of London. In 1843, Mr. Logan, in passing through Nova Scotia on his way to Canada, visited the South Joggins, and executed the remarkable section which he published in 1845 in his first Report on the geology of Canada. This section, which includes detailed descriptions and measurements of more than fourteen thousand feet of beds, and occupies sixty-five octavo pages, is a remarkable monument of his industry and powers of observation, and gives a detailed view of nearly the whole thickness of the coal formation of Nova Scotia.

The year 1841 forms an epoch in the history of geology in Nova Scotia. In that year Sir Charles Lyell visited the province, and carefully examined some of the more difficult features of its geological structure, which had baffled or misled previous inquirers. Sir Charles also performed the valuable service of placing in communication with each other, and with the geologists of Great Britain, the inquirers already at work on the geology of the province, and of stimulating their activity, and directing it into the most profitable channels. The writer of the present work gratefully acknowledges his obligations in these respects. The results obtained by Sir Charles, which much modified and enlarged the views previously entertained of the structure of Nova Scotia, were communicated to the Geological Society, and a popular account of them was given in his "*Travels in North America*."

CLASSICAL STUDIES IN THIS COUNTRY.

Another prevalent error which deters many persons from engaging in classical study to any considerable extent, is the idea that there is no progress in classical researches. Were this idea even well founded, it should not of necessity lead to such a result. The science of geome-

try, for example, has for a long time made very little absolute progress; yet the benefit of studying it, not only as a discipline of the mind, but also as an indispensable step towards the higher mathematical investigations, is apparent to every person of the slightest scientific attainment. But in philology the case is vastly different. The *dead* languages (as they are most unfortunately styled) may indeed in themselves be absolutely fixed, incapable of addition, or of diminution, or of any other change, but not so with our knowledge of them, and much less with our knowledge of the treasures to which they are the only key. The visible heavens have not greatly changed since the time when they were attentively studied in the plains of Mesopotamia by Chaldean shepherds, but the science of astronomy has nevertheless, as we believe, made some progress since then. The material for any study cannot, from the nature of the case, undergo any great changes. Our earth is not much larger or smaller than that on which Roger Bacon lived, and the materials of which it is composed are not widely different now from what they were then; yet we claim to have made some progress in the science of chemistry since his day. Nor has the contour of the earth's surface changed very much since the earliest historic period; yet the geologist claims to have learned much within fifty years respecting the physical history of our globe. So it is with the materials on which the philologist and the antiquary labor; and the results in like manner have been similar. Greek and Latin remain the same that they were years ago, but still they afford ample material for investigation. Let one take the most recent and thorough history of Rome, that of Dr. Arnold, and while reading it in course from the beginning, let him mark those passages where the historian so frequently says, here is something which we do not at present understand, and which subsequent investigation will doubtless set in a clear light; to those instances where this remark is made, let one add an equal number of other passages where it might in truth be made; it will thus become apparent that what has already been done is but a small part of what remains to be done. Let one in the next place carefully compare this same history with any one which was written fifty years before it, and some view may be gained of the progress which has been made in only half a century.* To say nothing of the discoveries in other parts of Italy during this time, those which have been made in the vicinity of Naples alone would suffice to constitute an era in the Etruscan antiquities, to which some of the best German scholars are now turning their attention, with so much zeal, may be taken as an earnest of still more valuable discoveries.

If one pass from Italy to Greece, we find fully as much progress to have been made in our knowledge of that country within the last fifty years; nor does less now remain to be accomplished than in Italy. The researches of Leake will ever constitute an era in the study of Grecian antiquities. It may safely be asserted that our positive knowledge of this subject is two-fold what it was half a century ago. Who can estimate the value to the learned world of the *Corpus Inscriptionum Græcarum*, or of the *Staatshaushaltung der Athener* and the *Attisches Seewesen*? This latter work was published as recently as 1840, and the materials for it were furnished by Professor Ross, of the University of Athens. These materials consist of inscriptions which were accidentally discovered in the year 1834, while workmen were engaged in digging for the foundation of the royal magazine in Piræus; and through the indefatigable labors of Ross and Boeckh a work has been produced on the important subject of Athenian naval affairs, which has thrown everything that ever preceded it entirely into the shade. The *Staatshaushaltung der Athener* was published in 1817. The learned author commences the preface in this manner: "Our knowledge of Hellenic antiquities has but just commenced. Abundant material is in existence, yet only a few know how to make use of it." Although Boeckh has so well understood how to make use of materials, he has himself advanced the work not far from its beginning; and were the date of his preface changed to the present time, his language might still remain true.

One of the most interesting projects in which the learned of Europe have recently been engaged, was set on foot not long ago by Professor Ross, now of the University of Halle. The plan was made known in the *Neue Jahrbucher sur Philologie und Paedagogik*, in August 1853. As the announcement contains some interesting points which bear upon our subject, we will present some portions of it:

"For the increase of our knowledge of antiquity, much had recently been done by the excavation of ancient monuments. In Egypt, Assyria, and Babylonia, extensive researches have been undertaken by the Prussians, French and English governments; and are still to some extent carried forward with the most brilliant success, far surpassing anything of this sort which has hitherto been undertaken in Greece. Indeed we seldom hear of any new discovery on Grecian soil. Since the restoration of the temples of Ægina, Phigalla, Carthæa and Olympia, and the labor expended on the Acropolis of Athens, as well as the researches in Asia Minor, scarcely any great, well concerted researches

have been undertaken. It requires no argument to shew how desirable it would be, for the enlargement of our acquaintance with ancient Greece, for the original examination of many important inquiries relating to the politics, literature and arts of the ancients, that more numerous monuments in Greece itself should be brought forth from the protecting bosom of the earth. What service has Lord Aberdeen alone not rendered to the cause of learning by bringing to light the treasure-house in Mycenæ!"

"Many places offer themselves for our researches with the furest prospect of remunerating our labor; as for example, Delphi, the treasure house in Orchomenus, the Heræum near Argos, the temple of Nemea, the Isthmian and the Epidaurian sanctuaries, besides many other places; but scarcely one other presents so sure a prospect of valuable scientific results as Olympia, since in Olympia, as the great national sanctuary of the Greeks, were accumulated, in a small space, monuments and other interesting objects of every description, architecture of different kinds and times, sacred edifices, temples, shrines of heroes, altars, treasures, theatres, the stadium, the hippodrome, and other structures: here stood hundreds, nay, thousands of bronze and marble statues, both of gods and men,* and the most various votive offerings. For political and literary history, however, Olympia excites peculiar expectations, in that here, on the most sacred spot in Greece, and under the protection of a divine peace, were placed stone and bronze documents respecting contracts of the most varied description between the single states (as we learn from Thucydides v. 47.); also votive inscriptions, epigrams, and other *monumenta literata*. Of these, single specimens have been washed up through the accidental favor of the waters of the Alpheus. What light may we not expect from this source for the history of literature, of art, and of states!"

"To all this must be added another advantage. Where an ancient place has been occupied without interruption to the present day, as Athens, Thebes, Eleusis, Megara, etc., there the continual necessity of obtaining new materials for building has led to the destruction of an incalculable amount; but Olympia has the advantage not to have been inhabited. It is therefore to be supposed that since its downfall, the ruins (except such as were of costly material) have remained on the spot, and are only covered with earth. This is proved by accidental discoveries of articles made of bronze; and by the inconsiderable excavation which was made with so much success by the French government."

"Winckelmann has already enlisted much interest in the plan of an excavation at Olympia; but Greece, which is separated from Italy only by the Ionian sea, appeared at that time to be farther removed from western Europe than the new world appears at the present day. The French researches scarcely deserve the name. They resulted in uncovering some portions of the temple of Zeus, and this discovery seemed a sufficient reward. The Greek government also has hitherto done nothing towards clearing up the Olympian plain. Its finances are demanded on all sides in the newly growing state. Olympia threatens still to remain a closed book, sealed with seven seals; and yet are the seals of these documents, important as they are to the past history of Greece, so easy to be opened! A more favorable locality for an excavation could not be imagined. Olympia lies a few hours from the sea, directly on the shore of a navigable stream, and opposite to the over-populous island of Zante; so that workmen, provisions, and the necessary instruments and materials for carrying on the work might easily be transported thither."

* * * * *

"Should the amount of the contributions exceed our high expectations, or should it, as we by no means hope, fall below them, then the Greek government is desired, in the former case, to undertake some other similar work, together with the excavation of Olympia; in the latter case, some smaller work, as for example, the clearing out of the treasure-house in Orchomenus, or the second treasure-house in Mycenæ."

The *Jahrbucher*, for March, 1854, contains the announcement that the sum contributed is insufficient for the project of making excavations at Olympia, and that it will consequently be expended for the same purpose at Mycenæ.

We have presented the above, not for the sake of shewing the failure of a brilliant project, but because it gives some idea of the researches which are yet without doubt to be made in Greece, and of the results which may confidently be expected therefrom. It suggests also what every historian knows full well, that our knowledge of the most interesting nations of antiquity, like that of the earth on which we dwell, and of the physical universe, is yet far from complete and satisfactory, is in fact still in its infancy. Nor need we despair of obtaining additional light in the one case more than in the other. As the history of nature is written only in scattered fragments and obscure lines, which are often concealed beneath the earth, and can only be read by the patient,

* The elder Pliny estimated that in his time there were yet three thousand statues in Olympia.

* Niebuhr's great work on Roman History was first published in 1811.

thoughtful and persevering student, so the history of many races, which have lived upon the earth, and acted an important part, still lies in fragments, half concealed by the rubbish of centuries, or half defaced by the hand of time. But these precious relics shall be exhumed; the scattered fragments shall yet be brought together; and that which is now illegible shall yet be deciphered. This may not at all happen in our day, but it will yet be done; and the fact will yet be acknowledged that the intelligent and immortal races which have inhabited our earth, form a subject of study not less interesting and instructive than the physical earth itself.—*Christian Review.*

Miscellaneous.

A FATHER'S PRAYER.

BY THE REV. DR. WITHINGTON.

At this hushed hour, when all my children sleep,
Here, in thy presence, gracious God, I kneel;
And while the tears of gratitude I weep,
Would pour the prayer which gratitude must feel;
Parental love! O, set thy holy seal
On these soft hearts which thou to me hast sent;
Repel temptation, guard their better weal;
Be thy pure Spirit to their frailty lent,
And lead them in the path their infant Saviour went.

I ask not for them eminence or wealth—
For these, in wisdom's view, are trifling toys;
But occupation, competence, and health,
Thy love, thy presence, and the lasting joys
That flow therefrom; the passion which employs
The breasts of holy men; and thus to be
From all that taints, or darkens, or destroys
The strength of principles, for ever free:
This is the better boon, O God, I ask of thee.

This world I know is but a narrow bridge,
And treacherous waters roar and foam below;
With feeble feet we walk the wooden ridge,
Which creaks, and shakes beneath us as we go;
Some fall by accident, and thousands throw
Their bodies headlong in the hungry stream;
Some sink by secret means, and never know
The hand which struck them from their transient dream,
Till wisdom wakes in death, and in despair they scream.

If these soft feet, which now these feathers press,
Are doomed the path of ruin soon to tread;
If vice, concealed in her unspotted dress,
Is soon to turn to her polluted bed;
If thy foreseeing eye discerns a thread
Of sable guilt, impelling on their doom,
O, spare them not—in mercy strike them dead;
Prepare for them an early, welcome tomb,
Nor for eternal blight let my false blossoms bloom.

But if some useful path before them lie,
Where they may walk obedient to the laws,
Though never basking in ambition's eye,
And pampered never with the world's applause;
Active, yet humble, virtuous too, the cause
Of virtue in the dwellings where they dwell,
Still following where thy perfect Spirit draws,
Releasing others from the bands of hell—
If this be life, then let them longer live, 'tis well.

And teach me, Power Supreme, in their green days,
With meekest skill, thy lessons to impart—
To shun the harlot, and to show the maze
Through which her honeyed accents reach the heart.
Help them to learn, without the bitter smart
Of bad experience, vices to decline:
From treachery, falsehood, knavery, may they start
As from a hidden snake; from woman, wine,
From all the guilty pangs with which such scenes combine.

How soft they sleep, what innocent repose
Rests on their eyes, from older sorrows free!
Sweet babes, the curtain I would not unclose,
Which wraps the future from your minds and me.

But Heavenly Father, leaving them with thee,
Whether or high or low may be their lot,
Or early death, or life await them—be
Their Guardian, Saviour, Guide, and bless the spot
Where they shall live or die; till death, forsake them not.

Though persecution's arches o'er them spread,
Or sickness undermine, consuming slow;
Though they should lead the life their Saviour led,
And his deep poverty be doomed to know;
Wherever thou shalt order, let them go;
I give them up to thee—they are not mine;
And I could call the swiftest winds that blew
To bear them from me to the Pole or Line,
In distant lands to plant the Gospel's bleeding shrine.

When as a scroll these heavens shall pass away,
When the cold grave shall offer up its trust,
When seas shall burn, and the last dreadful day,
Restores the spirit to its scattered dust,
Then, thou most merciful, as well as just,
Let not my eye, when elements are tossed
In wild confusion, see the darkest, worst
Of painful sights, that ever parent crossed,
Hear my sad, earnest prayer, AND LET NOT MINE BE LOST.

HOW TO ADMONISH.

We must consult the gentlest manner and softest seasons of address; our advice must not fall like a violent storm, bearing down and making those to droop whom it is meant to cherish and refresh. It must descend as the dew upon the tender herb, or like melting flakes of snow; the softer it falls, the longer it dwells upon, and the deeper it sinks into the mind. If there are few who have the humility to receive advice as they ought, it is often because there are so few who have the discretion to convey it in a proper vehicle, and to qualify the harshness and bitterness of reproof, against which corrupt nature is apt to revolt, by an artful mixture of sweetening and agreeable ingredients. To probe the wound to the bottom, with all the boldness and resolution of a good spiritual surgeon, and yet with all the delicacy and tenderness of a friend, requires a very dexterous and masterly hand. An affable deportment, and a complacency of behaviour, will disarm the most obstinate. Whereas, if instead of pointing out their mistakes, we break out into unseemly sallies of passion, we cease to have any influence.

CHANGES IN THE MEANING OF WORDS.

During part of the seventeenth century and earlier, a Dutchman meant a German, Mynheer being called a Hollander. A modern reader, ignorant of this change, when he found a dictionary pronouncing English based on Dutch, might be apt to doubt the author's fitness as a judge of language. Less technical writers suffer from the changes in the meaning of more common words; and a reader, not aware of the changes which have taken place, may be in continual danger of misreading his author, of misunderstanding his intention, while he has no doubt whatever that he is perfectly apprehending and taking it in.

Thus, when Shakspeare, in "Henry VI," makes the noble Talbot address Joan of Arc as a "miscreant," how coarse a piece of invective does this sound! how unlike to that which the chivalrous soldier would have uttered, or to that which Shakspeare, even with his unworthy estimate of the noble warrior maid, would have put into Talbot's mouth! But a "miscreant" in Shakspeare's time had nothing of the meaning which now it has. A "miscreant," in agreement with its etymology, was a misbeliever, one who did not believe rightly the articles of the Catholic faith; and I need not tell you that this was the constant charge which the English brought against Joan, namely, that she was a dealer in hidden magical arts, a witch, and as such had fallen from the faith. It is this which Talbot means when he calls her a "miscreant," and not what we should intend by the name.—*R. C. Trench's English Past and Present.*—[See page 135.]

THE REVIVIFICATION OF ANIMALCULES.

(Extract from the Inaugural Address of the Hon. Dr. Rolph, before the Faculty and Students of Medicine of the University of Victoria College.)

"But the revivification of animalcules, is a phenomena more curious; for it takes place more rapidly and is more striking in its results. The vibrio tritici, or the animalcule resembling an eel in its shape, which infests diseased wheat, and which, when dried, appears in the form of fine powder, resumes its living and active state on being moistened. The gordius aquaticus, or hair worm, inhabits stagnant pools, and will,

when the water is evaporated, remain in a dry and apparently lifeless state; but it will, in like manner, revive in a very short time on being immersed in water. The same phenomena is exhibited by the filaria, a thread-like parasitic worm, infesting the cornea of the eye of a horse. The rotifer redivivus, or wheel animalcule, which was first observed by Lewenhoeck, and was afterwards rendered celebrated by the experiments made upon it by Spallanzani, can live only in water, and is commonly found in that which has remained stagnant for some time in the gutters of houses. But it may be deprived of this fluid and reduced to perfect dryness, so that all the functions of life shall be completely suspended, yet without the destruction of vitality; for these seeming atoms of dust, after remaining for years in a dry state, may be revived in a few minutes by being again supplied with water. This alternate suspension and restoration of life may be repeated, without apparent injury to the animalcule for a great number of times.

"When I see these living beings reduced to dust, and remain for years or centuries like inanimate atoms, and yet by the sprinkling over them of a little water, brought into the manifestation of life and renewed existence; why should I doubt the truth, that a higher order of beings, man himself, after the lapse of the appointed time, should rise from the tomb, renewed in his nature?"

With respect to the power of living beings to endure heat, the following remarks are made:

"There is another striking fact of an opposite character. All living beings, including vegetables, besides the power of preserving their temperature in a cold medium, are also enabled to preserve it in a medium of otherwise most destructive heat. It is a strange chance which could so kindly and singularly provide for and bestow upon all sentient nature for its welfare, the power of withstanding two opposite and conflicting extremes; extremes too, which unceasingly tend, with all the force of the laws of chemical affinities, to involve such bodies in destruction.

"Tillet and Duhamel long since gave an account of some young persons who were in the habit of going into the heated ovens in order to prepare them for the reception of the loaves. The temperature to which they were exposed, appears to have been in some cases as high as 278°, being considerably above the boiling point; and it is said they were able to endure it for twelve minutes without material inconvenience, provided they were careful not to touch the surface of the oven. This account was discredited till it received confirmation from the experiments of Fordyce, Blagden, and others. A chamber was heated considerably above boiling water, in which these experimental philosophers declared they could enjoy themselves pretty comfortably. Although this extraordinary capacity to endure a transition into so high an artificial temperature, may be accounted for upon the increased evaporation from the cutaneous and pulmonary surfaces, yet it seems to afford alone an insufficient explanation. There must be connected with the living system, some functional process of refrigeration, not at present understood. Man and many other animals are subject to great transitions, and it is to meet the exigencies from such changes, that the system is endowed with the power on the one hand, of evolving more or less heat according to the demand; and on the other hand of inducing the opposite condition of cold, perhaps by rendering the superabundant heat in some way latent upon any emergency. Upon whatever principle this accommodation to opposite extremes may be explained, it certainly indicates a nice adjustment of the vital operations by the Creator, to the wants of the animal economy and to its varying and even opposite necessities."

On the subject of the adaptation of the vital parts to each other, and the evidence of design in the structure of plants and of animals, he remarks:

"There is throughout the economy of plants and animals, such an unity of plan, such analogy of means amidst diversities of structure, such multifarious contrivances for vital purposes, associated with corresponding adaptations to the well-being of the animal world, that one would think even a sceptic introduced into the Temple of Nature would be obliged to exclaim—'surely a Supreme first cause dwells here.'

"Connected with the laws of propagation displayed with so much unity in both kingdoms, is the provision every where found for the helplessness of infancy. Do not think it is merely fanciful to trace analogies in the vegetable, though they are somewhat less obvious than in the animal world.

"Galileo, when a martyr of truth, took a straw from his poor yet glorious bed, and holding it up, declared, *that it contained in itself the proof of a Divine Creator*. And I should entertain but slender respect for your pretensions to collegiate honours in your profession, from the universities of your country, if you could devour your eggs at breakfast without a passing admiration of the shell.

"But as the embryo animal is thus safely encrusted, so you see the kernel of fruit alike secured in its shell; and grain also carefully encased in its husk. There is seen not merely contrivance for the development of the vegetable embryo; you also see care bestowed to promote and insure the further consummation. I never see the com-

mon sun-flower, with its bosom crowded as it were with its maturing offspring, and this offspring, by the revolution of the parent from east to west, constantly exposed to the genial rays of the sun through his diurnal course, without irresistibly thinking of the patient incubation of the bird;—the bold defence of its young by the meekest animals—and the enraptured care and affection you have received from your mother.

"Some might lightly call it *mere instinct* in plants and animals. Never be led away from the truth by a name; rather ask in reply, who implanted that instinct?—who made it thus harmonise with the wants of living nature?—who established this overpowering relation between the imploring accents of the young and the responsive tenderness of the mother? Things could be thus wisely and harmoniously ordered, only by the Eternal Parent of all."

OAT MEAL AND THE INTELLECT.

FOOD FOR TEACHERS.—At the Annual Meeting of the American Association for the advancement of Education, recently held in this city, Prof. Haldeman advocated the use of highly phosphorized food for teachers, they having much expenditure of brain. He said "the reason why the Scotch were so intellectually acute and active must be attributed to the use of *oatmeal* in their youth. Oats contain more phosphorus than any other vegetable." He also recommended eggs as excellent food for teachers, in order to increase their intellectual capacity. But the mental acuteness and general intellectual strength which characterize the people of the above-named country cannot be due to the phosphorous of their oatmeal, which is their common breakfast food, for it so happens that wheat contains more of it than oats. The quantity of soluble phosphates in wheat, according to Prof. Johnston—himself a Scotchman—is more than one per cent. greater than in oats. In his work on Agricultural Chemistry, pages 503 and 510, the composition of wheat and oats is given in tables.—Oatmeal is, no doubt, very excellent food for man and beast, and so is Indian corn meal, but neither of them will confer intellectual acuteness upon any man. Dull teachers or dull men cannot be made philosophers either by the use of eggs or oats. We must look to some other cause than oatmeal for the metaphysical mind of the North Britons. That cause is, no doubt, to be found in their education, Common Schools having been in existence in that country for two centuries, and the strict *family* training of children by catechisms being similar to that which used to prevail in New England, and various other parts of our country. The Welsh, the Norwegians, and Irish use oatmeal extensively for food.

TEACHERS' CHARACTERISTICS.

An interesting paper lately read before the United Association of Schoolmasters of Great Britain, contains the following generalizations:

1. Teachers of limited capacity, or whose command of language is limited, invariably teach best with text-books, or by the individual system of instruction.
2. Men of fervid imagination, having a great command of language and enthusiasm of character, almost invariably become superior teachers.
3. Decision of character almost invariably forms an element in the qualifications of a superior teacher.
4. Men who are deficient in general knowledge and enthusiasm of character are generally bad teachers, even though they may possess great technical acquirements.
5. An earnest man imbued with the love of children is rarely a bad teacher.
6. The love of teaching is generally associated with the capacity for it, but the converse does not generally hold true.
7. A man of superior teaching powers teaches well by the rational method. But he will always teach best by that method which is suited to his peculiar capabilities.
8. Men generally teach badly when they attempt to teach too much, or when they do not duly prepare their lessons.
9. Presence of mind and that self-confidence which is based on self-knowledge are essential elements in a good teacher's character.
10. Success in teaching is more dependent upon the capabilities of the master for teaching than upon his technical acquirements. Teaching power is not always associated with superior talents or acquirements.

"I WOULD LIVE BETTER."

Dr. Nott, the venerable President of Union College, in addressing the pupils of that institution, said:

"I have been young, and now am old; and in review of the past, and the prospect of the future, I declare unto you, beloved pupils, were it permitted me to live my life over again, I would, by the help of God, from the very outset, live better. Yes, from the very outset I would frown upon vice; I would favor virtue and lend my influence to advance whatever would exalt and advance human nature, alleviate human misery, and contribute to render the world I live in like the heaven to which I aspire, the abode of innocence and felicity."

Educational Intelligence.

CANADA.

MONTHLY SUMMARY.

M. A. McLachlan, President of the County of Elgin School Teachers' Association, in a circular to the members, published in one of the local papers, says:—"With no less pride than gratitude, I intimate, that the County Council, at their last session, have placed at the disposal of the Association, the sum of Ten Pounds, to aid in establishing a Library, and in giving it a permanent character. I believe that no other similar association in Canada can acknowledge a like favor—that the County Council of the County of Elgin is the first to acknowledge the importance of Teachers' Institute and to make a grant of money in their favor. I shall only remind you that this generous act will reflect no less credit on the enlightened liberality of the County Council than it will disgrace on you if you neglect promptly to improve the advantages that they so kindly extend to you. The grant is made to stimulate you to increased activity in extending your own knowledge, and in raising the standard of instruction in the schools under your influence." . . . The *Norfolk Messenger* states that, "the long-wished for library for that town, will shortly be opened. It consists of 750 volumes purchased at the Education Office, Toronto, by Stephen J. Fuller, Esq. The cost of the collection is estimated at £150—half of the expense is borne by the Government and the remaining half by the ratepayers. The public schools have also been furnished with some splendid maps and globes. . . . The foundation stone of St. Michael's R. C. College was laid at Clover Hill, in Toronto, on Sunday the 16th instant, with appropriate ceremonies.

HAMILTON COLLEGE.

The trustees incorporated under the Act of last Session, to establish a College in Hamilton, feel it their first duty, on meeting for organization, to make known their views as to the objects for which they are appointed. The system of Education intended to be carried out in this Province embraces, 1st. The Common Schools—to communicate elementary instruction to all, and a good common English education to those who desire nothing more. 2nd. The Grammar Schools—to communicate the higher branches of English education to those requiring them, and the elements of Classics and Mathematics to those preparing for. 3rd. The College—giving instruction in the higher Classics and Mathematics, and the whole of the Sciences, Mental, Physical, and Natural, *but especially excluding the Religious teaching of any Sect or Denomination*—this third or Collegiate branch of the system of Education being affiliated with an University incorporated for the purpose not of teaching but of examining candidates, and conferring Scholarships, Honors and Degrees on those found qualified. The object and aim of the Trustees will, therefore, be to establish, and carry out for the benefit of Hamilton and the surrounding country, such a College, affiliated to the Provincial University. They cannot, of course, expect to be able to do this at first to the full extent specified, but they must commence with such a staff of Professors as will qualify students for taking the two first degrees (those of Bachelor and Master of Arts) at the University; and Professor of the various Sciences will be added from time to time, as means and circumstances admit, until the establishment is complete. Entertaining these views, and believing the system of Education complete, and perfectly suitable to the state and wants of the Province, the Trustees consider it to be the duty of all parties, corporate and individual, to carry it out in all its branches fairly and honestly, and they therefore rely on the aid and co-operation of the Municipalities of the City, and of the neighboring Counties, Townships, and Towns, as well as of the citizens individually, and the inhabitants of the adjoining country—especially those interested in the establishment of a high standard of Education. Should they meet with cordial assistance and support from the Municipalities and the Public, the Trustees pledge themselves that no exertions will be spared, on their part, to secure the success of the undertaking.—*Trustees' Manifesto.*

BRITISH AND FOREIGN.

MONTHLY SUMMARY.

At the recent examination of the National Normal and Model Schools Dublin, His Excellency the Lord Lieutenant was present. The vice-regal party were first conducted into the Infant School, containing 172 boys and 180 girls, in all 302 children, were then taken to the Female Model

School, where there were at the time upwards of 800 pupils; each of the 90 female teachers under training in this and the Infant School were engaged in examining classes as the Lord Lieutenant passed along. The Male School, in which there were upwards of 500 lads and boys, was next visited, and each of the 115 national teachers in training, who were subsequently to undergo examination themselves, took a class and examined the boys in the different branches of education inculcated in this establishment. "God save the Queen" and "Rule Britannia" having been sung by the male class, M. O'Sullivan, the Head-Master, examined one of the more advanced classes upon the subject of steam power as applied to mechanism, &c.; and the Lord Lieutenant was then conducted to the Lecture Hall, where the teachers, in addition to the 75 agricultural pupils, had by this time assembled. A series of questions propounded in reference to natural philosophy and chemistry, by the Rev. Professor Mac Gauley; upon the principles of elocution, grammar, and composition, by Mr. Rintoul; and in surveying, mensuration, and different branches of mathematics, by Mr. Sheehy, were answered in the majority of instances with singular accuracy, by the pupils. The questioning having been brought to a close;

His Excellency addressed the students in the following terms:—"I have been asked to say a few words about what has afforded me so much pleasure to-day; and you will allow me to observe that all I have heard I think most creditable both to yourselves and to those from whom you have received instruction and training. Some of you will now be dispersing to your different spheres of future action, and all I can say is, that if you apply yourselves to the work you have in hand conscientiously—with so much of conscience as will compel you to leave nothing undone that you can do, and with so much of heart as will make you do it well—I am convinced you will, in your separate spheres and opportunities, have the means of doing extensive good to your fellow-creatures; and while there are many who may doubtless do less, I am convinced none can do more." . . . A boy in one of the London ragged-schools, who had shown a great tact for acquiring languages, has been sent to the Crimea as an interpreter, and frequently has the honor of dining with the commander-in-chief. . . . Among the medical graduates of the Edinburgh University who obtained their diplomas at the last examination, were a Chinese and four Egyptians. The Chinese graduate, Wong Fun, is believed to be the first of the Celestials who has ever graduated at a British University. . . . The Pope is founding a college at Rome for the education of the English clergy.

JOHN WILLIAM DAWSON, ESQ., F. G. S.

The *International Journal* thus remarks,—We need no other proof of the rapid strides which the British North American Colonies are making in the career of improvement, than the high position, which many of their literary, and scientific men have attained within the last few years. Haliburton Howe, Logan, Hincks, Perley, and several others, have acquired a European fame, and their abilities in their respective walks are calculated to command attention in the most advanced communities.

Among those who have distinguished themselves in scientific pursuits, no name on this side of the Atlantic stands higher than that of the individual who forms the subject of the following paragraph:—

M. J. W. Dawson, of Pictou, has unexpectedly been offered the office of President of McGill College, Montreal. In connection with this incident, so highly complimentary to our talented young Nova Scotian, a friend relates that Mr. Dawson had come to town early in the week, intending to take passage by the last steam packet for Liverpool, having been apprised, previously, that he was appointed Professor of Natural History in the University of Edinburgh. On the arrival of the mail from England, however, he received intelligence that the Professorship promised to him was conferred upon another gentleman. Yet just as he had finished the perusal of this piece of information, a telegraph message was handed to him, conveying the invitation to proceed to Montreal, to take charge, as principal, of the best endowed University in British America.—*Recorder.*

UNITED STATES.

MONTHLY SUMMARY.

The total amount of money appropriated by the State of Ohio, and raised by the townships for public school purposes during the year 1854, was \$2,266,457 12, of which sum \$59,904 45 was appropriated by the State for School District Libraries. There are in the State 816,408 youths of school age, being an increase of 4,451 over the total of 1853. . . . The people of Kentucky have voted by ten thousand majority to levy a State tax for

the support of common schools. . . . The Faculties of various first class Colleges are taking decided ground against the institution of secret Societies among the students; and the Trustees of Princeton College have directed the President to announce publicly, at the opening of the session, that any student will be promptly dismissed who may after that time be known to be a member of any such Association. . . . The will of the late Abbot Lawrence bequeaths \$130,000 for the following objects:—The Lawrence Scientific School, \$50,000; for building model lodging houses, \$50,000; Boston Public Library, \$10,000; Franklin Library in the city of Lawrence, \$5,000; American Bible Society, \$5,000; American Tract Society, \$5,000 and Home Missionary Society, \$5,000. . . . The late Thomas P. Cushing, of Boston, has made a munificent bequest to the town of Ashburnham, in Worcester county, of which place he was a native.—He left by will a large portion of his estate for the foundation and endowment of two seminaries of learning to be located in Ashburton, the one for males and the other for females over 10 years of age. We hear that the bequest is of interest to the neighboring towns; as the benefits to be derived from the schools are to be enjoyed in common by all who choose to avail themselves of their advantages. The property bequeathed for the purpose above named, is now valued at fifty thousand dollars. It is to be held by trustees until it has accumulated to \$100,000 when it is to be applied to the schools. At the decease of the widow of Mr. Cushing, certain other property is to be applied to the same object. This is now estimated to be worth fifty thousand dollars to place the schools upon a permanent basis. . . . The corner stone of Wayland University has been laid at Beaver Dam, Wisconsin. The institution is named in honor of the Rev. Francis Wayland, late president of Brown University. . . . The New York Teacher for September in reporting the proceeding of the State Teachers' Association, states that, "Professor Ormiston of the Normal School Toronto, made a noble speech on the dignity of the Teachers' Calling, and the necessity of his effort to place his profession among the highest, and placing his character and worth among the highest in the land. He was exceeding happy in his address, and was greeted with hearty applause."

THE ANNUAL MEETING OF THE AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF EDUCATION took place in the Chapel of the University of New York on the 28th, 29th, 30th and 31st August, under the Presidency of the Hon. Henry Barnard, of Connecticut. An address was delivered by the retiring President, Dr. Bache. The session was an interesting one. Papers were read by Dr. Tappan, of Michigan, Rev. E. B. Huntington, Rev. Charles Brooks, Mr. Olmstead, Mr. Taylor Lewis, Mr. Anderson, and others. During the session Mr. McElligott offered the following resolution as a substitute for one presented by Prof. Davie.

Resolved, That appropriate portions of the Holy Scripture ought daily to be read in all schools and other institutions devoted to secular education, as a public recognition of the Divine authority of the Bible, as a confirmation of the religious teachings which the pupils are always presumed elsewhere to receive, and as a means of diffusing, directly from their source, the wholesome influence of sound morality.

The resolution of Prof. Davie, in place of which this was offered as a substitute, was to the effect that religious instruction should form a prominent element in our systems of public instruction.

Bishop Potter, of Penn., thought the discussion of this subject very unfortunate. He was satisfied that religious teaching to any extent could not be made effective in the public schools, and that no matter how the Association voted on the question, their decision would be of no practical use. The Bible was already read in two-thirds of the public schools, and a resolution that it should be read was unnecessary. He could conceive of a case where the obligatory reading of the Scriptures would be attended with greater evil than good effect.

Prof. Agnew coincided with Bishop Potter, and while he would vote for the substitute under certain circumstances, he was opposed to any expression on the subject by the association. He moved an indefinite postponement. Lost—24 to 25.

A motion to lay on the table then prevailed by a large majority, and the meeting adjourned, after unanimously adopting the following, presented by Dr. Tappan:—

Resolved, That the sentiment expressed in the remarks of Professor Bache in retiring from the presidential chair of this association, that religion and morality constitute the foundation and the best part of education, is worthy alike of the Christian and the man of science.

Resolved, That the association in embodying this sentiment, mean to indicate thereby their full belief that the most perfect harmony exists between

the word and the works of God, and that the scientific and erudite theologian who expounds the first, and the devout and reverent philosopher who investigates the history and the laws of the second, cannot essentially differ, but must move toward the same and co-work for the good of man and the glory of God.

In reference to Canada, the New York *Courier* and *Enquirer* states:—

"A paper on the subject of Education in Canada West, was read by Mr. J. G. Hodgins, the Deputy Superintendent. It was explanatory and statistical, and exhibited a satisfactory progress, under liberal legislation in the cause of education in that delightful portion of the British empire. The attendance upon Common Schools in that province is fully equal in proportion to the attendance in Massachusetts and New York. The thanks of the Association were returned to Mr. Hodgins for his interesting paper, and a copy solicited for publication in their transactions. A gentleman remarked, in seconding the motion of thanks, that he regarded the system in operation in Canada West, in so far as it differs from ours, is a decided improvement, particularly as regards the provision made for libraries and the maintenance of teachers.

"The President made some remarks on the difficulty of procuring proper libraries for schools—keeping out bad books, procuring good ones at reasonable rates, &c., and commended the system adopted by the Educational Department at Toronto, Canada West."

The following gentlemen were appointed as officers of the Association for the ensuing year: President, Prof. H. P. Tappan; Secretaries, Joseph Cowperthwaite, Robert L. Cooke; Treasurer, John Whitehead.

The New York *Observer* of the 6th instant, states that:—

The convention adjourned at 8 o'clock on Friday, after having had a pleasant and profitable session. The meetings of each day were opened with prayer. The addresses delivered, and the various papers read, were of great interest and ability; and the discussions consequent thereupon, were marked with earnestness, pointedness, and good feeling. Such a gathering of accomplished scholars as this annual meeting occasioned, is not often seen.

BROWN UNIVERSITY—RETIREMENT OF DR. WAYLAND.—The election of a President of Brown University has not been an event of frequent occurrence. The Rev. James Manning, D. D., was elected its first President in 1765, and held office till his death, which occurred in 1791. The Rev. Jonathan Maxcy, D. D., was chosen in 1792, and resigned in 1802. The Rev. Asa Messer, D. D., was elected in 1802, and resigned in 1826. Dr. Wayland became President in 1827, and has held the office to the present time. There have been but four Presidents, therefore, in the long period of ninety years. Dr. Manning held office twenty-six years, Dr. Maxcy ten, Dr. Messer twenty four, and Dr. Wayland having more than completed twenty-eight years, graduates his twenty-ninth class on Wednesday next.

Dr. Manning, the first President, was a gentleman of rare accomplishments, uniting elegant culture with a fine address, and amiable disposition, and practical habits. Dr. Maxcy, but twenty four years of age when he became President, was an orator whose eloquence is remembered by his pupils with undiminished admiration. Dr. Messer, whose connection with the University as student, tutor, Professor and President, continued through a period of forty years, was an able and successful teacher—and it need not be said of the President now retiring, that from the period of his accession, he has been without a superior among Presidents of American colleges. Dr. Manning graduated his largest class in 1790, twenty-two in number.

Dr. Maxcy's largest class was that of 1802, numbering twenty-eight, and embracing the names of Henry Wheaton and John Whipple. The class of 1826, numbering forty-eight, and among them Barnas Sears, the now President-elect, was the largest class of Dr. Messer. The largest class graduated by Dr. Wayland was that of 1837, consisting of thirty-eight. Dr. Wayland leaves the University with a larger number of students in attendance than at any former period in its history, the last catalogue embracing the names of two hundred and fifty-two under-graduates, in classes numbering, respectively, thirty, seventy-four, eighty-one, and sixty-seven.

There have been to the present time not far from two thousand graduates of Brown University. Of these about five hundred have been ministers, and of these five hundred we think not more than about two hundred have been Baptists. Down to 1852, we are able to identify with tolerable certainty one hundred and fifty names of Baptist ministers of whom ninety-six have been graduates during the Presidency of Dr. Wayland.

Dr. Wayland retires, leaving the Institution in eminent prosperity, and with the means of indefinite progress and usefulness. He retires in the full possession of his great powers, held in honor by his numerous pupils, by all admirers of consecrated learning and by his countrymen generally.—*Examiner*.

Literary and Scientific Intelligence.

MONTHLY SUMMARY.

Mr. Logan has been awarded the gold medal for the best collection of Minerals and Geological Map at the Paris Exhibition. . . . The American Association for the Advancement of Science held its ninth annual meeting at Brown University, Providence, R. I., early last month. . . . Sir John Herschell has just been elected foreign corresponding member of the Academy of Sciences, vacant by the death of the celebrated mathematician Gauss. . . . M. A. Dumas has been appointed by the French Government to collect all the popular ballad poetry of the South of France. . . . The University of Königsberg intends to erect a monument to the philosopher Kant. It is to be a statue in bronze, and will be placed on the daily promenade of the great man, which, after him, has been called *der Philosophenstein* (the Philosopher's Path). . . . Mr. Louis Batissier, Vice-Consul of France at Suez, has just sent to the Museum of the Louvre a papyrus nearly 2,000 years old. It contains a fragment of the 18th book of Homer's Iliad. . . . James J. Sylvester, Esq., formerly professor of mathematics in the University of Virginia, has been appointed examiner in chief to the Artillery and Royal Engineers at Woolwich, England. It is said that Lord Brougham and other gentlemen of high reputation in the literary and scientific world, were very urgent for this appointment, as the appointed was considered to have peculiar qualification in the department of military science. . . . A letter from Algiers states that M. Duplat, a chemist attached to the military hospital at Blidah, had succeeded in producing oil and alcohol by distillation from acorns growing in the oak forests which cover Mount Atlas. One hundred pounds' weight of acorns produce half a pound of oil and five pounds of alcohol, perfectly suited for chemical purposes. . . . The London Critic remarks: "It is a singular coincidence that the same year in which we find an English divine publishing in Germany, and in Latin language, a Neologian exposition of the Book of Genesis, we should have a learned German Jew publishing in London, and in English, a quite orthodox commentary upon the book of Exodus." . . . A valuable and curious library is to be sold at St. Petersburg. It is that of the Councillor of State, Liprandi, brother of the General of that name, now acting against us in the Crimea, and consists entirely of works on Turkey, in which respect it may be called unique. It contains thousands of volumes, which for centuries have been withdrawn from the trade; besides a great many maps, plans, drawings, and manuscripts. It has taken the possessor thirty-seven years to collect. . . . Mr. Heywood, the member for Lancashire, has given notice in the British House of Commons that, next session, he shall move "An address to her Majesty, praying that her Majesty will be graciously pleased to appoint a commission to inquire into the state of the authorized version of the Bible, and to prepare a plan for the futher revision of that translation." . . . The American Institution, at their recent session in Bath, Maine, refused to entertain a resolution to inquire into the relative merits of Webster's and Worcester's dictionaries of the English language. . . . One of the most celebrated poets of Sweden, P. D. A. Atterbom, died at Stockholm, on the 21st of July last, aged 65 years. He was also the author of a romance entitled *Blommorna*, and other prose works. . . . A monument has been erected at St. Petersburg to the Russian fable-writer, Krylow (born 1768, died 1844.) It is a colossal "*sic sebat*" statue of the poet, surrounded by allegorical groups of animals, and has been modelled by the well-known Russian sculptor, Baron Kloots. . . . The Right Hon. T. B. Macaulay, M. P., has presented an extensive and valuable donation of books to the library of the Edinburgh Philosophical Institution, of which he is president. The collection, which is handsomely bound, embraces some of the most important works in English history and literature.

GOVERNMENT PATRONAGE OF LITERARY MEN.—Now that public attention is drawn to the subject of the distribution of the Civil List—and especially with a popular Minister in power—we have little fear that the wrong committed by Lord Aberdeen will be renewed. But while the subject is under consideration, it is to be desired that Ministers will come to some clearer understanding as to the principle which should regulate the distribution. Except Sir Robert Peel and Lord Aberdeen, we are not aware that any Minister has ever made a public statement of his view; but these Ministers held opinions on the subject diametrically opposed, not only as to the rights of literature to the sum granted, but also as to the character of the men of letters to whom it ought to be awarded. Sir Robert Peel began with the principle that the fund is voted by way of reward—Lord Aberdeen by way of charity. Sir Robert gave it to the best men—Lord Aberdeen to

the poorest. Before he considered a man's claim, Sir Robert asked, "Is he distinguished?"—Lord Aberdeen, "Is he starving?"

In his excellent letter to Southey—offering a baronetcy and a pension—the Great Minister laid down the rule with regard to the Literary Civil List. The money, he said, was intended "as an encouragement of literature." He consequently selected the worthiest objects for the nation's gratitude; and it is to his generous interpretation of the national desire, that Southey, Wordsworth, Sharon Turner, McCulloch, Tyler, and Montgomery, owed their pensions; and that Messrs. Airy, Faraday, Tennyson, and Mrs. Somerville, owe the state rewards which they still enjoy. The late Minister, Lord Aberdeen, instead of seeking the best men, sought out the least successful, and refused to grant a shilling unless the applicant would sue in the form of a pauper. In this we think Lord Aberdeen took a false view of the case. Literary paupers have the Literary Fund to fall back on,—that Literary Fund which adds to its capital every year, because it cannot find enough of pauperism to relieve. But the Civil Pension Fund is properly a reward; and national rewards are not, we imagine, the right of the unsuccessful. Sir Robert Peel's principle was we submit, the true one.—*Athenæum*.

DISCOVERY OF ANCIENT GREEK SCULPTURE.—Letters from Athens mention the discovery of 300 antique statues, or fragments of sculpture, recently brought to light by excavations at Argos, on the site of the Temple of Juno. These precious remains of ancient art have been recovered by the Greek Government; and if it had any large spirit or interest in archæology Argos possesses within its classic soil quarries of invaluable works of sculpture buried in the ruins of the ancient city, and which might be reclaimed at no great cost. Indeed, the sites of the old Greek temples in many districts, excavated by the Government or by the capital of associations, would probably, by sale of the works discovered, amply repay the outlay. We have evidence of value received in the voluntary and enterprising exertions of our own countrymen, Sir Charles Fellowes and Mr. Layard, and in the produce of the rival labours of M. Botta and M. de Sauley, under the auspices of the French Government. The small village of Argo stands on the ruins of the ancient Argos. The old town is described by Strabo as the principal city of Peloponnesus, next to Sparta. In number and magnificence of temples and public edifices, in schools of art and great artists, it perhaps only yielded the palm to Athens. In sculpture the Sicyonico-Arge school, under Polycletus, rivalled the attic studios of Phidias and Praxiteles, Pausanias, in his description of the temples, statues, and paintings remaining in Greece, when about A. D. 177, he travelled throughout all its States, describes the classic relics with the detail and accuracy of a *Murray's Handbook*, and devotes several pages to the remains of Argos in his time. The temples and their inestimable works of art were then generally complete and perfect. Their marbles and casts of metal were of priceless value, comprising many statues in marble and brass by Lysippus and other eminent sculptors, besides the works of local artists. The Temple of Juno, in its architecture and riches of art, competed with the Parthenon. The Roman generals, the barbarians, and the pirates we know plundered the Greek cities, both before and after the visit of Pausanias. Nevertheless, the great bulk of treasures escaped, the majority of the "Temples of God" being preserved from sacrilege out of regard for the common sentiment of religion and the faith of the conquered races. Rome, Florence and Naples, and private collections on the continent and in England doubtless contain many first-class works of Greek sculpture; but the mass, probably, remains, whole or fragmentary, beneath the ruins of their ancient resting places. Indeed, the Elgin Marbles have only within this century been rescued from ruin and destruction by their transference from the architraves of the Parthenon to the British Museum. The recent discoveries therefore at Argos have occasioned the deepest interest on the continent among artists and lovers of art. There may come to light unquestionable works of Polycletus. Although inferior to Phidias "in the fashioning of gods in general," he was the most celebrated of Greek sculptors in the perfection of his colossal statues and in the superior representation of beautiful gymnastic figures. One of his statues, the Doryphorus, became a canon of the proportions of the human frame. Pliny ascribes to him the establishment of the principle that the weight of the body should be laid chiefly on one foot, whence resulted the contrast, so significant and attractive, of the bearing and more compressed, with the borne and more developed side of the human body. Polycletus is recorded to have conquered Phidias, Ctesilaus, Pradmon, and Cydon with his Amazon in a contest of artists at Ephesus. We are glad to learn that the Greek Government will permit casts to be taken of these newly-discovered sculptures, which we may therefore

expect will soon become as general and as valuable models as the Niobe and the Elgin Marbles. The excavations also, we understand, are to be continued. We hope that this spirit of antiquarian research in Greece, thus rewarded and excited, will induce King Otho to direct similar explorations on the sites of the Argive Temples of the Lycian Apollo, Bacchus, Minerva, and of other monuments of Argos. Their localities are minutely described by ancient and modern travellers. The majority of our readers may not know that Pausanias commonly gives the distances and measurements of the Greek temples with minute accuracy, as tested by travellers of our own times. He, moreover, records particularly all the chief works of sculpture in every building. His account, also, of pictures is equally singular and full. The description of one great work of Polygnotus—the subject of which was the taking of Troy and the embarkation of the Greeks—occupies several pages. The new Ministry at Athens will find a useful guide-book if they only first exhaust Pausanias. If Greece will not progress, His Majesty may as well increase the stores of Dresden and Munich.

Departmental Notices.

THE NORMAL SCHOOL.

The present session of the Normal School will close on the 15th of October. The next session will commence on the 15th day of November. Candidates for admission must apply during the first week of the session.

TEACHERS' SCHOOL REGISTERS.

A sufficient supply of School Registers having been sent in October last to the county clerks for distribution through the local superintendents, parties requiring Registers should apply for them to their local superintendent. Should the stock of any county clerk be exhausted, it can be replenished on application to the Educational Department; but the Department should not be put to the additional inconvenience and trouble of supplying isolated school sections direct, (as is frequently done,) in addition to the local facilities which it has already given to supply wants of this kind.

PUBLIC SCHOOL LIBRARIES.

To Municipal and School Corporations in Upper Canada.

Until further notice, the Chief Superintendent of Schools will apportion *one hundred per cent.* upon all sums which shall be raised from local sources by Municipal Councils and School Corporations, for the establishment or increase of Public Libraries in Upper Canada, under the regulations provided according to law.

In selecting from the General and Supplementary Catalogues, parties will be particular to give merely the catalogue number of the book required, and the department from which it is selected. To give the names of books without their number and department, (as is frequently done,) causes great delay in the selection and despatch of a library. The list should be on a distinct sheet of paper from the letter.

SCHOOL MAPS AND APPARATUS.

The Legislature having granted annually, from the commencement of the current year, a sufficient sum of money to enable this Department to supply Maps and Apparatus (not text-books) to Grammar and Common Schools, upon the same terms as Library Books are now supplied to Trustees and Municipalities, the Chief Superintendent of Schools will be happy to add one hundred per cent. to any sum or sums, not less than five dollars, transmitted to the Department, and to forward Maps, Apparatus, Charts and Diagrams to the value of the amount thus

augmented, upon receiving a list of the articles required by the Trustees. In all cases it will be necessary for any person, acting on behalf of the Trustees, to present a written authority to do so, verified by the corporate seal of the Trustees.

EDUCATION OFFICE,

Toronto, 18th June, 1855.

SUPPLEMENTARY EXAMINATION OF COMMON SCHOOL TEACHERS, COUNTY OF YORK.

AN ADJOURNED MEETING of the BOARD OF PUBLIC INSTRUCTION for the County of YORK, will be held at the COURT HOUSE, City of TORONTO, at NINE A. M., on TUESDAY, the 16th day of OCTOBER next, for the EXAMINATION of those TEACHERS who did not present themselves at the recent Annual Examinations in said County.

All Teachers and others, presenting themselves for examination, will be required to select the particular class in which they propose to pass, and previous to being admitted for examination, must furnish to the Examining Committee satisfactory proof of good moral character, such proof to consist of the certificate of the clergyman whose ministrations the candidate attended, and in case the party has taught in a Common School, the certificate of the Trustees of the School section will be required. First Class Teachers not required to be re-examined.

JOHN JENNINGS, Chairman.

City of Toronto, 25th Sept. 1855.

WANTED, for the GRAMMAR SCHOOL at GANANOQUE, a qualified TEACHER. Apply, if by letter, (Post paid) to

W. S. MACDONALD.

Gananoque, 21st Sept., 1855.

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Address, stating salary,
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A. B. C.

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Principals.

Hamilton, August 8, 1855.

THE Subscribers have now in the Press, and will shortly Publish THE EDUCATIONAL MANUAL FOR UPPER CANADA, containing the Statutes affecting the Educational Institutions of Upper Canada, from the Common School to the University, forming a valuable handbook of reference to all concerned in the working of our Educational system.

THOMPSON & CO.,
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52, King Street East,
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